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ABSTRACT

This report, part of a long-range plan by San Diego Unified School District, California, investigates the extent to which the multitrack year-round program should be expanded to meet facility and curriculum needs. The report is divided into seven sections. Section 1, an issues statement, is followed by a background section and a section describing methodology. Methodology involved gathering background information, interviewing year-round administrators, visiting year-round schools, and identifying task assignments. In section 4, task assignment findings are presented in 15 areas, including definition of year-round schools, research on achievement, and effects on educational services, community relations, and personnel services. Section 5 concludes that the program should be expanded because it will provide facility relief and because of successful implementation elsewhere. Further planning should determine the appropriate calendar and cost implications. Section 6 lists recommendations and section 7 offers observations. Recommendations include expanding the elementary and secondary programs and coordinating implementation with cluster areas. The revised schedule should be used to solve facility use needs, reduce school size, and accommodate more students. Observations include comments on the importance of the principal in implementation, on the status of the cost/benefit analysis, and on planning and other issues. An appendix, which comprises over one-half of the report, provides task assignment reports and a listing of the advisory committee. (CJH)

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San Diego City Schools
PLANNING, RESEARCH, AND EVALUATION DIVISION

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Policy Analysis
on the
Implementation of an Expanded Multi-Track Year-Round School Program

EA 019 423

PLANNING DEPARTMENT REPORT

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SAN DIEGO UNIFIED SCHOOL DISTRICT
Planning, Research, and Evaluation Division
Planning Department

Policy Analysis
on the
Implementation of an Expanded
Multi-Track Year-Round School Program
in the San Diego Unified School District

December 8, 1986

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SAN DIEGO UNIFIED SCHOOL DISTRICT
Planning, Research, and Evaluation Division
Planning Department

Policy Analysis on the Implementation of an Expanded Multi-Track Year-Round School Program in the San Diego Unified School District

Abstract

San Diego Unified School District is facing an expected enrollment growth of 45,000 students between 1987 - 2000. One proposed solution strategy to house the larger student population is the expansion of the district's multi-track year-round school program. Current district policy allows community members or district staff to propose a shift from the traditional school year calendar to a multi-track year-round calendar. Year-round school proposals in the district typically have been concerned with educational program considerations within a particular community. Multi-track year-round schools under current policy are implemented only if the proposal receives the approval of 60 percent of the parents who vote. If multi-track year-round school programs were implemented as solution strategies to house the projected enrollment growth, current policy would have to change.

The superintendent directed the Planning Department to assess the impact of a new multi-track year-round school policy based primarily on housing students rather than educational program considerations. A twenty-two member inter-divisional committee studied the impact of expanding multi-track year-round schools in a wide variety of areas including research and achievement, educational and support services, increased capacities, and the impact on summer school, extracurricular activities and athletics. Planning Department staff concludes that multi-track year-round schools can result in more efficient use of facilities. This document proposes a new policy and serves as a resource on multi-track year-round schools if the Board of Education changes current policy.

SAN DIEGO UNIFIED SCHOOL DISTRICT
Planning, Research, and Evaluation Division
Planning Department

EXECUTIVE SUMMARY

Policy Analysis on the Implementation of an Expanded Multi-Track Year-Round School Program in the San Diego Unified School District

Issue/Concern:

The Planning Department of the San Diego Unified School District investigated the extent to which the district should expand its multi-track year-round school program to meet the facility problems it is facing. Approximately 45,000 additional students are expected to enroll by the year 2000, a 40 percent increase from the current enrollment. Solution strategies to house the expected enrollment growth include multi-track year-round schools. If it is feasible to expand the current multi-track year-round school program, policy changes will be necessary. This study provides a feasibility analysis of expanding the program and concludes with specific recommendations and observations.

Background:

This report is part of the Long-Range Facilities Master Plan, which addresses the district's facility needs between 1987-2000. The report examines multi-track year-round schools as a feasible solution strategy for efficient use of facilities and determines whether current programs can be offered on a multi-track year-round calendar.

The policy analysis process included the analysis of background materials and the development of preliminary analyses prepared by members of an inter-divisional advisory committee. The fifteen preliminary analyses were presented to Planning Department staff who, in turn, prepared this districtwide analysis. Individual analyses are included in the report's appendix.

Findings:

Findings and analysis are provided in fifteen separate areas, including: 1) Definition of Year-Round Schools; 2) Research on Achievement; 3) Legislative Analysis on Year-Round Schools; 4) Visit to Los Angeles Unified School District's Year-Round Schools 5) District Policy and Procedure on Year-Round Schools; 6) School Capacities on Year-Round Schedules; 7) Impact on Educational Services Division; 8) Impact on Community Relations and Integration Services Division; 9) Impact on Personnel Services Division; 10) Impact on Information Services Bureau; 11) Impact on Special Education; 12) Administrative and Support Services; 13) Summer School/Intersession; 14) Extracurricular Activities/Athletics and 15) Communication Plan.

Planning Department staff concludes that the district should expand its multi-track year-round school program because it can provide facility relief in an efficient manner and has been implemented successfully elsewhere. Further planning is necessary to determine the appropriate form of year-round schools and specific cost implications prior to implementation.

Recommendations and Observations:

The report concludes with 13 recommendations and 10 observations. Recommendations include expanding the multi-track program in both elementary and secondary schools and coordinating their implementation within cluster areas. A new policy is recommended to operate year-round schools as one solution to the facility needs the district is facing. Multi-track year-round schools should be used to reduce school size in addition to accommodating more students. It is recommended that one form of multi-track year-round schools be implemented and that the program only be expanded with the allocation of requisite resources. Observations include stressing the importance of the site principal in implementing the year-round school program, encouraging further cost/benefit analysis on multi-track year-round schools and stressing the importance of planning prior to implementation.

Report prepared by Paul Goren and Ruben Carriedo

SAN DIEGO UNIFIED SCHOOL DISTRICT
Planning, Research, and Evaluation Department
Planning Department

Policy Analysis on the Implementation of an Expanded Multi-Track Year-Round School Program in the San Diego Unified School District

I. Issue/Concern

To what extent should the district expand its multi-track year-round school program?

II. Background

The superintendent and cabinet directed the Planning Department to investigate the extent to which the current multi-track year-round school (YRS) program should be expanded to meet facility needs. While the primary motivation of the study is to examine YRS as a solution strategy for facility relief, a second concern of this study is to determine whether or not the district can offer the same program it currently offers on a traditional calendar on a multi-track year-round schedule. Areas of special concern provided under the current calendar include integration programs, Special Education, athletics, extracurricular activities, and support services to schools and students.

This report is part of the Long-Range Facility Master Plan process. Expansion of the current multi-track year-round school program will be recommended as one solution strategy when the master plan is presented to the Board of Education in January 1987. If the district decides to expand the YRS program, this document should provide a recommended policy direction, initial data and a process to plan and implement such a program.

The report is divided into seven sections. Following the Issue/Concern statement (I) and the background section (II), section III presents the methodology and background materials used in the policy analysis. Findings and analysis from individual task assignments are presented in Section IV, followed by the report's conclusions in Section V. Finally, the report presents recommendations (Section VI) on policy and process related to multi-track year-round schools and observations (Section VII). The appendix to the report includes each task assignment presented in its entirety and a listing of the Year-Round Policy Analysis Advisory Committee.

III. Methodology

The Planning Department designed the methodology for this policy analysis in several stages. Along with gathering background information, conducting interviews with year-round school administrators and visiting several multi-track year-round schools, the analysis also involved an interdivisional committee of central office personnel and elementary and secondary principals. The various components of the policy analysis methodology are described in more detail below.

A. POLICY ANALYSIS PROCESS

The superintendent and cabinet assigned the Planning Department the responsibility to design and complete a policy analysis on multi-track year-round schools. Their intent was to examine the extent to which the San Diego Unified School District should expand its multi-track year-round school program and to determine a policy direction for the district to take if the program were expanded.

The Planning Department took full responsibility for the study design and final report presentation. Cabinet also appointed a twenty-two member interdivisional advisory committee--The Year-Round School Policy Analysis Advisory Committee--to advise and critique the Planning Department staff in the design and presentation of the study. Members of the advisory committee completed task assignment analyses within their area of expertise, assuming that the multi-track year-round school program would be expanded. Planning Department staff analyzed the preliminary impact studies and presents this information in the remainder of the report. The complete versions of the preliminary analyses can be found in the appendix to the report. Once the preliminary draft of this policy analysis was completed, Planning Department staff presented it to the advisory committee for comment and critique prior to presenting the report to cabinet. The policy analysis process for this project was designed to actively involve individuals in the preliminary planning processes necessary to occur if the multi-track year-round school program is expanded.

B. BACKGROUND MATERIALS

A variety of resource materials was gathered to assist the advisory committee and Planning Department staff in comprehending the complexity of multi-track year-round schools and in completing specific task assignments for the project. The San Diego County Office of Education has produced the Year-Round Education Resource Guidebook - Planning for Effective Facility Utilization and Learning Enhancement for districts considering a year-round calendar. This handbook presents different options, implementation models, operational considerations and general information pertaining to year-round schools.

Resources for attaining a greater understanding of year-round education were also acquired from other districts who have implemented year-round schools. These materials included: Year-Round Education and Academic Achievement in The Oxnard School District and Cost Analysis of Year-Round Education in the Oxnard School District, Oxnard School District, Oxnard, California; "Learning, Retention and Forgetting--Technical Report No. 5 of a Study of School Calendars Coordinated for the Board of Regents of the State of New York"; "Final Evaluation Report, Year-Round Schools 1984-85," Houston Independent School District; "Conclusion from a Ten Year Experience with Year-Round Education" and "Year-Round Education, The Jefferson County, Colorado Experience," Jefferson (Co.) Public Schools; and "The Orchard Plan--A New Way of Delivery K-6 Education," California Assembly Office of Research.

Two recent state and national reports, cited during advisory committee proceedings, suggested extended use of the year-round school concept. The California Commission on the Teaching Profession in their November 1985 report, Who Will Teach Our Children (the Commons Report), recommended that districts "initiate the quarter system for year-round use of schools" to ensure safe and sufficient classroom space. The report of the National Governor's Association Center for Policy Research and Analysis, Time for Results: The Governor's 1991 Report on Education, recommends that "states should encourage school districts to make efficient use of school buildings, including the adoption of year-round school calendars."

The advisory committee also had access to recent reports published by San Diego City Schools in regard to year-round education. The most recent study, A Study of Establishing Memorial Junior High School as a Year-Round School, was completed in August 1983. This study examined the feasibility of establishing a single-track year-round magnet program at Memorial Junior High School. The investigation assessed the attitudes of parents to such a proposal. The data did not offer a clear indication of the potential for success in implementing a year-round school program at Memorial.

San Diego City Schools Elementary Division in its February 15, 1983, report, A Study of Year Round Schools examined whether or not a single-track year-round school calendar was a more costly means of providing educational opportunities. Since this study applied only to single-track year-round schools, its applicability to a multi-track program geared towards facility relief is minimal.

A 1973 study entitled "Year-Round School: Perceptions of Parents, Students and Staff from Six San Diego Pilot Project Elementary Schools (Elementary Division, 1973) examined reactions of parents, administrators and teachers to multi-track year-round education. In general, respondents reacted positively to the implementation of the six multi-track year-round schools. Specific areas singled out for positive commentary included: continual expansion of year-round schools; teachers and administrators desire to be reassigned to year-round schools; preference for short, frequent vacations by parents, teachers and students; perceptions by students that learning is easier in year-round school; minimal family hardships because of year-round schools; and general satisfaction on the track assignment process.

C. TASK ASSIGNMENTS

The initial design of this policy analysis included the identification of an assignment task plan including 15 areas of investigation. These 15 assignment areas were presented, discussed, and revised in the initial Year-Round School Policy Analysis Advisory Committee meeting. Authors for the task assignments came primarily from the membership of the advisory committee. The fifteen task assignment authors submitted individual methodology statements prior to commencing their investigation.

Principal authors spent the month of October, 1986 researching and documenting potential effects within their area of analysis. All task assignments were completed by October 31, 1986, allowing sufficient time for an overall analysis to be prepared by Planning Department staff. The task assignment principal authors used a variety of methodologies which are included in their individual reports in this study's appendix.

D. SITE VISITS/INTERVIEWS

Several members of the Policy Analysis Advisory Committee and Planning Department staff visited Los Angeles Unified School District to gather information about its multi-track year-round school program. The findings from this visit are reported in Part IV, Section D of this report. The visit included semi-structured interviews with central office administrators responsible for year-round schools and visits to three multi-track year-round schools at the elementary, junior and senior high level. Planning Department staff also completed interviews with three San Diego City Schools principals with experience in directing a multi-track year-round school program. Their observations coupled with comments from the four principals on the Year-Round School Policy Analysis Advisory Committee are reflected throughout this analysis.

This study has also benefited from the services of Dr. Charles Ballinger, San Diego County coordinator of year-round education and executive director of the National Association for Year-Round Education. Dr. Ballinger made a formal presentation to the advisory committee with the intent of providing a more in-depth understanding of the advantages and disadvantages of year-round schooling.

IV. Findings and Analysis

The following section presents findings and analysis from the fifteen task assignments of the policy analysis. Planning Department staff summarized the findings from each of the task assignments and provided the corresponding analysis.

A. DEFINITION OF YEAR-ROUND SCHOOLS

Findings

- A year-round school means a school that is used nearly the entire year with groups of students rotating in and out of school. A year-round school calendar most likely will not be similar to the current September-June calendar existing in the district.

- There are two forms of year-round schools--single-track and multi-track. Single-track is a form of year-round schools that does not result in space savings or the accommodation of more students but rather provides an alternative schedule to the traditional calendar. Multi-track year-round schools can save space or accommodate more students through several calendars or schedules.

- Three-track year-round schools can generate up to 50% more school capacity. For instance, for a secondary school with a capacity of 2000, students could be divided into three equal tracks of 1000. The school can then serve 3000 students throughout the year with only 2000 students on campus and 1000 on vacation at any time. The net increase of 1000 students served represents 50 percent more capacity over the established 2000 capacity.

- Four-track year-round schools can generate up to 33 percent more school capacity. For instance, for an elementary school with a capacity of 1500, students could be divided into four equal tracks of 500. The school will thus be serving 2000 students throughout the year with 1500 students on campus and 500 on vacation at any time. The net increase of 500 students served represents 33-1/3 percent more capacity over the established 1500 capacity.

- At least 250 students per track are required at the elementary level and 750 students per track at the secondary level to operate an efficient multi-track program based on 30-35 students per grade for seven grades. Elementary schools of 750 and secondary schools of 2250 fit into a three-track format. Elementary schools of 1000 and secondary schools of 3000 fit into the four-track format.

- There are several calendars by which three or four-track year-round schools can be scheduled. Examples of these calendars are provided in this report's appendix. The most conducive to a three-track school is the Concept 6 Plan. Concept 6 basically provides for six terms of approximately 43 days each. Students attend four of the six terms, attending two of the four terms consecutively. The 45-15 multiple-track plan is commonly used in four-track year-round schools. This plan has students in attendance for 45 consecutive days, followed by 15 days of vacation. Other plans of similar nature include the 60-20 plan and the 90-30 plan.

- Concept 6 can be operated without overlapping tracks during 162 instructional days. If Concept 6 were implemented in San Diego, it would be necessary to get a legislative waiver from Sacramento permitting the district to operate school during 162 rather than 180 instructional days. The waiver would allow the district to extend the current instructional day in order to provide the same number of classroom minutes on a 162 day schedule which currently exists on a 180 day schedule.

- The three-track Concept 6 system is the most conducive to secondary programs because it most resembles the semester system used currently. Shifting from a traditional calendar to the three-track Concept 6 system would be least disruptive in the operation of a secondary school, especially in regard to master scheduling and extracurricular activities.

Analysis

In terms of the focus of this study, it is important to understand that multi-track year-round schools are the form of year-round schools which will provide facility relief. Once this basic principle of school organization has been established, then the various forms of year-round schools that provide facility relief and the minimum number of students required per track become crucial elements in the district's selection of a particular form of year-round schools.

Based on the findings of this study and knowledge of existing school sizes at overcrowded schools in San Diego, a three-track year-round system seems preferable. This preference is based on the optimum size of schools required to implement such a system, which is approximately 750 for elementary and approximately 2250 for secondary schools. Optimum size is based on informal discussions among district staff, including year-round school principals and on the minimum number of students required per track. Using the same criterion criteria, a four-track system would require elementary schools of approximately 1000 and a secondary school of approximately 3000. San Diego City Schools has fewer schools that would qualify under a four-track scenario and more schools that qualify under a three-track scenario, especially in areas where schools are overcrowded.

It should be noted that this analysis on optimum school size per track does not preclude smaller school sizes and tracks. Smaller schools on multi-track schedules may result in more combination classes at the elementary level and more master schedule limitations at the secondary level.

B. RESEARCH ON ACHIEVEMENT

Findings

- There appears to be no decrease in academic achievement of students in YRS. Several major studies document an increase in achievement levels.
- Jefferson County, Colorado, the district with the second largest number of students attending year-round schools nationally, found academic achievement in year-round schools equal to that of traditional schools.
- A several year old study in San Diego found that there was no statistically significant difference in achievement among year-round and traditional students.
- Both Houston and Oxnard school districts reported higher achievement for students in YRS. Researchers attribute some of the Houston gain to enrichment programs. It is unknown if gains extended beyond the first year of study.

Analysis

While it can be noted with some confidence that year-round school may not have a detrimental effect on the achievement of children, there is no evidence to support that year-round schools produce achievement gains. This analysis is important because it demonstrates that if a school community must shift to a year-round schedule because of facility needs, their children's achievement will not be harmed.

C. LEGISLATIVE ANALYSIS ON YEAR-ROUND SCHOOLS

Findings

- State legislation related to year-round schools is primarily a facility relief issue. Current financial incentives for year-round schools from the state and projected increases in these incentives are preferable to new school construction.

- Although it is possible that year-round schools could be mandated based on future enrollment growth, it is more likely that they will remain a local option with state incentives.

- Future state legislation to decrease class size and to improve other programs may be tied to year-round school legislation and incentives.

Analysis

San Diego's consideration of year-round schools to relieve overcrowding is consistent with current state legislation and financial incentives. Until recently the state has not tied year-round schools to school improvement measures. Future legislation governing school improvements, such as reduction in school size, may correspond to the implementation of year-round schools. Also, a district may place itself in a better position to qualify for the state building program only after it has implemented some form of multi-track year-round schools at a significant level. Legislation on year-round schools is contingent on the political process which occurs on the floors of the state Senate and Assembly. These processes many times are unpredictable.

D. VISIT TO LOS ANGELES UNIFIED SCHOOL DISTRICT'S YEAR-ROUND SCHOOLS

Findings

- Los Angeles Unified School District (LAUSD) is an example of a large urban school district, offering a variety of programs and services, which has implemented multi-track year-round schools successfully.

- LAUSD has nearly 90 schools on multi-track year-round schedules: approximately 75 elementary schools, 10 junior high schools and 4 senior high schools. LAUSD's year-round school program is the largest of any district in the country.

- LAUSD has several forms of YRS with many schedules and calendars. Currently LAUSD has single- and multi-track options including 60-20, 45-15, 90-30, Concept 6 Modified and Concept 6. There is presently an effort to identify a single option for all schools. The options gaining the most support are Concept Six at the secondary level and Concept 6 Modified at the elementary level. Concept 6 is a three-track program offering a 163 instructional day school year. Schools on this program have extended the school day by 36 minutes to offer the same number of instructional minutes as a 180 day traditional schedule.

- Los Angeles uses a modified Concept 6 at the elementary level with students in session for approximately 43 days per quarter. The Los Angeles secondary school Concept 6 plan parallels a semester system. Each separate track on the Los Angeles Concept 6 Plan for elementary and secondary schools shares common vacation periods of approximately two months.

- Multi-track year-round schools can free up additional space in a crowded school by dispersing 1/3 or 1/4 of the student body at any time or can result in accommodating 1/3 or 1/4 more students in an already crowded school. LAUSD seems to be accommodating more students rather than providing additional space at its schools.

- LAUSD's enrollment policies motivate students and families to take advantage of multi-track YRS in their neighborhood. Unless students enroll at the neighborhood school on the year-round schedule at the proper time, they may lose their seat in the local school and be bussed to an outlying area. This policy results in the district designating schools "at capacity." Once a school is "capped," those students moving into an area also may be bussed to an outlying area.

- Contrary to reports in local media, LAUSD is not necessarily going to become an entire year-round school district. The Los Angeles Board of Education has approved current programs but may or may not approve an expansion of YRS.

- Maintenance of year-round schools is a major challenge, especially from the perspective of school site administrators. The scheduling of routine as well as annual major projects for YRS is not comparable to maintenance at traditional schools. The budgets of year-round schools do not take into account the additional wear and tear of buildings and furniture.

- There are more incentives for teachers in year-round schools than for administrators. YRS teachers in Los Angeles work fewer but longer days and earn the same as their traditional school teacher peers. Teachers may also elect to work during off-track periods as full-time or substitute teachers or take more frequent vacations. Administrators identified fewer incentives. Although they receive more pay, they in reality work year-round and find it difficult to take more than a week's vacation at one time. They also note the necessity of fulfilling two administrative roles when one of their administrative colleagues is on vacation.

- YRS schedules create year-round administrative and clerical functions that must be carried out within a school around vacations of various school personnel. Traditional allocation formulas do not necessarily apply to year-round schools, and may not provide coverage for specific duties required at a school. Even when coverage is provided by substitutes, the individual may or may not have the skill to carry out the function.

- LAUSD's integration program does not serve year-round students. LAUSD does not provide transportation in the summer months, precluding participation of year-round students in the integration program.

- The same scope of programs offered in traditional elementary and secondary schools are provided in Los Angeles' year-round schools, including athletics, extracurricular programs, special education and second language programs. Intersession programs offer remedial and enrichment courses similar to summer school programs. It is difficult to schedule singleton courses, such as advanced foreign language, in all tracks. The schools have managed to provide opportunities for students to "track-hop" to take advantage of special course offerings.

Analysis

Los Angeles is an example of a large urban school district where multi-track year-round schooling is working. What San Diego City Schools can learn from the LAUSD experience includes the preferability of choosing a single method of scheduling multi-track year-round schools to keep complications and confusion to a minimum. Maintenance and incentives for administrators are concerns causing problems for Los Angeles and should be examined closely in any expansion of YRS in San Diego. Although Los Angeles implements multi-track year-round schools in a way that accommodates more students at school sites, San Diego may wish to implement year-round schools as a way of reducing school size in overcrowded areas. The success of Los Angeles' implementation of multi-track YRS at the secondary level cannot be ignored because Los Angeles and San Diego are more similar than different in program offerings and size.

E. DISTRICT POLICY AND PROCEDURE ON YEAR-ROUND SCHOOLS

Findings

- Current policy addresses year-round schools as an educational program option requiring community and staff surveys and support for the program.

- Currently, district administrative procedures specify that year-round schools must be approved by 60 percent of the parents who vote in a measure to shift a school from traditional to year-round schedules.

Analysis

Current policy and procedure do not address multi-track year-round schools as a solution to facility needs. If the district decides to expand the multi-track year-round program to meet facility needs, a new policy and procedure is necessary. New policy and procedure may or may not supersede those now in effect.

F. SCHOOL CAPACITIES ON YRS SCHEDULES

Findings

- Multi-track year-round schools will increase school capacities and meet identified facility needs in most critically crowded regions, including the Hoover, Lincoln, Mira Mesa, Morse, San Diego, and Serra high school attendance areas. It should be noted that this finding is based on a simulation of the three-track Concept 6 schedule option and the institution of double-session kindergarten. A four-track year-round school system would increase capacity, but to a lesser extent.

- Multi-track year-round schools will not only increase capacity in critically crowded regions of the district, but will also result in releasing portable classrooms for use in other parts of the district with moderate facility needs.

Analysis

The preliminary analysis of a three-track year-round school system simulated in critically crowded regions of the district indicates that facility needs could be met. Because the three-track system can increase capacity to meet the projected need for classroom space and release portable classrooms, three-track year-round schools should be considered as the primary solution strategy for facility needs. Three-track YRS is given a primary status among all solution strategies because it can provide adequate space and is a preferable alternative to new school construction. While four-track YRS has some of the similar advantages as three-track, its overall impact will not be as great because it can not be applied in as many schools.

G. IMPACT ON EDUCATIONAL SERVICES DIVISION

Findings

- The expansion of multi-track year-round schools will have a great impact on the delivery of services from the Educational Services Division at both the elementary and secondary school levels.

- The organization and delivery of educational support services is based on a traditional school calendar year.

- Major areas of concern in the provision of the current educational program to multi-track year-round schools include: current staffing throughout the division; selection, adoption and delivery of classroom materials; singleton and specialized academic, vocational and extra-curricular courses (especially music performance classes); and singleton teachers (only one teacher on campus who teaches a particular course or program).

- Special Education, Limited English Proficient (LEP), Gifted and Talented Education (GATE) and Vocational Education programs are areas of concern regarding multi-track scheduling, staffing, and service delivery.

Analysis

Educational Services Division is organized and staffed based on the traditional school year schedule. Many areas of concern are related to this current structure. Restructuring of the division staffing, resources and schedules may reduce the number or magnitude of concerns. Problems with specialized programs such as Special Education, LEP, GATE and Vocational Education might be addressed in the scheduling and placement of programs on specified tracks. Each specialized program, though, need not be placed on the same track. Scheduling and placement will be contingent on school size, composition of the student body, program needs, staff considerations and program enrollment.

H. IMPACT ON COMMUNITY RELATIONS AND INTEGRATION SERVICES DIVISION

Findings

- There would need to be increased certificated and classified staffing in most of the division's program areas.

- A change in schedules would be necessary for a variety of activities including Voluntary Ethnic Enrollment Program (VEEP) student and staff conferences, Office of Civil Rights reporting, integration monitoring, budget planning, annual board reports and VEEP exit and entry dates.

- Program concerns include providing more complicated transportation services, coordinating magnet program recruiting and continuity, and maintaining allied patterns. Coordinated staff availability on a twelve-month basis across divisions will also be important to the success of integration programs on a YRS schedule.

- Activities at the Palomar site are scheduled only on a ten-month basis.

Analysis

Expansion of multi-track year-round schools raises several concerns within Community Relations and Integration Services Division. Critical issues such as transportation, program continuity and student recruitment will only become more difficult when multi-track year-round schools are coupled with the integration program. Because there is no documentation available of a successful integration program in a large urban district operating on a multi-track basis, the district cannot assume that it can maintain the current integration program. Moreover, the district can probably expect either to make major changes in the integration program to accommodate multi-track year-round schools or to limit the size and duration of the year-round school program as a solution strategy.

I. IMPACT ON PERSONNEL SERVICES DIVISION

Findings

- All certificated and classified staffing services will need to be offered on a 12-month basis, which may require extension of contracts and/or additional staffing.

- The implementation of multi-track year-round schools will result in an increase of transfers and reassignments. The processing of these requests will create an additional workload in Personnel Administration as well as in the Payroll Department.

- Testing sessions will have to be increased so they are scheduled when all employees are on duty.

- The traditional summer months, normally a time when schools are out of session and fewer requests are made to the division, will no longer be available for planning.

Analysis

It is evident that the implementation of multi-track year-round schools will have an impact on the Personnel Services Division that can be addressed by an increase in the staffing in various departments.

J. IMPACT ON INFORMATION SERVICES BUREAU

Findings

- Implementation of multi-track year-round schools will create many more critical time periods for the Information Services Bureau (ISB) to process data, increasing the workload within the ISB.

- More staff will be required for student records, data entry and computer control and applications support staff.

- The application systems will require modification in the form of rewriting current systems.

- Extra staffing, system modifications and computer forms will cost approximatly $421,000.

Analysis

The Information Services Bureau would require major modifications if YRS were expanded. Current services have developed to support a traditional schedule school system. Hardware and software are designed to meet these needs. A reconfiguration of the school year will call for changes to occur within ISB which parallel the new schedule. The identified impact does not preclude the implementation of multi-track year-round schools, but acknowledges the need for additional resources to implement a new schedule.

K. IMPACT ON SPECIAL EDUCATION

Findings

- Implementation of multi-track year-round schools would have a different effect in each of the various programs within Special Education.

- It may be necessary to place Special Day Class students on one track to enable all secondary special education students to have access to courses and to provide all secondary subjects and classes needed by diploma bound students in the necessary sequence.

- Current ten-month contract personnel in the Resource Specialist Programs, Support Services, and Designated Instruction Services will require 12-month contracts in order for these services to be provided on all tracks.

Analysis

Implementation of multi-track year-round schools will require a restructuring of the Special Education Program. The restructuring required, referred to in the findings above, relate to special day classes and support services for resource specialists and designated instruction services. Regular mainstreaming activities can occur on all tracks except for special day class students who will be in attendance on the same track.

L. ADMINISTRATIVE AND SUPPORT SERVICES

(Respondents in this portion of the report include School Operations Division, Business Services Division and Planning, Research and Evaluation Division. Other support service divisions and departments provided individual analyses presented elsewhere in the report.)

Findings:

- School Operations Division identified additional planning and staffing needs to provide services to an expanded year-round school program.

- Maintenance Department identified the following needs: additional staff and night differentials for evening crews. The department also raised concerns over completing major projects and deferred maintenance when school is in session year-round.

- Food Services Department identified concerns related to food production, volume, cost effectiveness, staffing and preparation kitchen configuration.

- Custodial Services Department identified additional staffing costs ranging between $376,000 - $626,000. Concerns were also raised regarding deterioration of schools constantly in use, renovation of athletic facilities and extended rubbish disposal.

- Purchasing and Materiel Control Department identified additional staffing and capital outlay for an additional vehicle and driver. Approximately $200,000 of additional resources will be required to continue service at current levels.

- Transportation Department indicated the need for additional lead time to plan routes and schedules and to hire more drivers. A more comprehensive examination of the impact on Transportation Services will be necessary if and when a particular multi-track year-round schedule is chosen.

- The Planning and Research Departments identified little to no impact on the delivery of services with an expanded year-round school program.

- Evaluation Department identified potential delays in data processing and report production because of increased demands placed on the Information Services Bureau. Additional staffing and planning considerations were also identified as concerns.

- Testing Services identified test administration problems because the year-round school calendar will not correspond to testing windows determined by the State of California, the College Board and other organizations. Delays in data processing and increased costs may occur if YRS tests can not be processed with traditional schools in a batch mode. Coordination and inservice activities for district staff may have to be repeated to ensure appropriate access.

Analysis

With few exceptions, most divisions and departments providing support services to schools identified additional costs and staffing needs for multi-track year-round school implementation. It is not clear whether or not these projected costs were developed on a per pupil basis. In addition, it is not clear whether or not there is a recognition that services provided during a year-round calendar result in a reduction of services traditionally completed over the summer, thus possibly offsetting additional costs. It is necessary to differentiate whether or not additional costs will result from the implementation of a year-round school calendar or from the impact of increased enrollment in the city schools.

M. SUMMER SCHOOL/INTERSESSION

Findings

- Multi-track year-round schools can accommodate elementary summer school programs during intersession periods.

- Although the state does not require summer/intersession programs for elementary school, the district's Promotion/Retention policy allows principals to assign students to summer school or intersession programs.

- School districts are required by the Education Code to offer summer programs for graduating high school seniors in need of required courses and for pupils enrolled in grades 7-12 who have failed to meet adopted standards of proficiency in basic skills.

- Four-track year-round school programs for secondary students do not offer sufficient clock/seat time to earn credit for secondary course offerings in summer school settings. The district would have to determine specific proficiencies and standards relative to available clock/seat time to fulfill traditional summer school proficiency offerings on a multi-track calendar.

- Concept 6 and 60/20 are the only forms of multi-track year-round schools cited by state sources as having been implemented with summer school/ intersession programs.

- Implementation of summer school/intersession programs must fall within an enrollment "cap" limiting the number of students funded by the state. Reimbursement is limited to 5 percent of the district total student population from the previous year. State funding at the elementary level in the district is usually limited to remedial courses in a program called the "Academic Core" and is not typically available for enrichment courses that could be offered during intersession periods. State funding at the secondary level within the "5 percent enrollment cap" is used for both enrichment and remedial courses.

Analysis

It is evident that there are a number of state and district parameters that limit the types of summer school/intersession programs offered (enrichment and remedial) and the number of students these programs serve. These parameters apply whether school is on a traditional calendar or a multi-track year-round schedule. The constraint which multi-track year-round schools face is whether or not summer school/intersession programs can be offered within the specific year-round school calendar offered by the district.

N. EXTRACURRICULAR ACTIVITIES/ATHLETICS

Findings

- In regard to athletics, multi-track year-round school schedules may not correspond to sports seasons as established by the California Interscholastic Federation.

- Extracurricular activities such as musical groups and ensembles, student government and club activities continue throughout the year on a multi-track system. Individual students participate only during their "on track" periods.

- Coaches and sponsoring teachers must be available during a particular sports season and activity schedule. This staff presence may be coordinated through their particular contract or may have to be provided by a substitute.

- The visit to Los Angeles Unified School District (see Section D) provided evidence that extracurricular activities and athletics can continue on a multi-track year-round schedule with special attention given to planning, coordination and staffing.

Analysis

Despite a general perception by traditional calendar advocates, districts which have implemented multi-track year-round school programs continue to offer athletics, clubs and activities successfully. Because San Diego has never had a high school on a multi-track year-round school schedule, the experience in Los Angeles is important to consider. Los Angeles has implemented an extracurricular and athletic program at the secondary level in year-round schools. The most difficult activities to coordinate on a multi-track year-round school schedule are music programs that many times need specialized talent that may not be in attendance on all tracks. Special arrangements such as including students who are off-track, if they are available, or allowing "track-hopping" address these concerns. Beyond these constraints, advantages to multi-track athletics have been identified. These advantages include the opportunity for athletes to participate in athletics during off-track periods. This allows the student-athlete to devote full time to a particular sport without letting academics suffer or full time academics without interference from athletics.

O. COMMUNICATION PLAN

Any change in the school calendar or policies governing the calendar need to be communicated clearly to both staff and community members. A communication plan is more related to the implementation of multi-track year-round schools than the decision to expand the program. Once a decision is made on the expansion of multi-track year-round schools, a comprehensive communication plan must be developed. The plan should clearly explain multi-track year-round schools and describe how the district will implement the program. Community forums, access to local media and written materials should be included as elements of the plan.

V. Conclusions

The San Diego Unified School District should expand its multi-track year-round school program. This conclusion was reached because multi-track year-round schools can provide facility relief and have been implemented successfully in other districts' elementary and secondary programs. Despite the impact statements that appear to provide a negative assessment of multi-track year-round schools, this response can be understood in light of the district's traditional calendar orientation and lack of experience with multi-track year-round programs in secondary schools. Although the district only has experience at the elementary level with a four-track system, the three track Concept 6 model with instructional minutes equal to the 64,800 standard set by SB 813 provides the most facility relief and the best fit for coordinated elementary and secondary year-round programs. Cost implications for implementing multi-track year-round schools must be examined during the planning process to ensure that they correspond to appropriate per pupil allocations. In addition, it must be determined whether or not extending the calendar for the delivery of services necessarily corresponds to increasing resources for these services. Planning for implementation of an expanded multi-track year-round schools calendar must consider the findings of this report and use the expertise of those in this district and Los Angeles who have been involved with operating successful year-round schools.

VI. Planning Department Recommendations

Based on the preceding findings, analysis and conclusions, the Planning Department recommends the following in regard to the implementation of multi-track year-round schools. These recommendations are to be reviewed by the Year-Round School Policy Analysis Advisory Committee and the

Superintendent's Cabinet. Cabinet will have to study these recommendations and any response from the Year-Round School Advisory Committee prior to forming final recommendations on multi-track year-round schools for the Board of Education.

1. The San Diego Unified School District should expand the current multi-track year-round school program in response to facility needs resulting from current enrollment and projected growth.

2. Multi-track year-round schools should be implemented at the elementary and secondary levels throughout the district. It is further recommended that multi-track year-round schools be implemented for all schools within a cluster (a high school attendance area with its feeder junior, middle and elementary schools) whenever possible.

3. The district should adopt a new policy regarding year-round schools. This policy would state:

   > It is the policy of the San Diego Unified School District to operate multi-track year-round schools as a solution to facility needs. The Board of Education on recommendation from the Superintendent will designate which schools shall adopt a multi-track year-round schedule.

4. It is recommended that the proposed policy on multi-track year-round schools be both a short- and long-term recommendation based on facility needs and available financial resources.

5. It is recommended that multi-track year-round schools be used as a strategy to both reduce school size when possible and accommodate more students when necessary.

6. It is recommended that a manager be designated within the School Operations Division to develop, implement and monitor the expanded multi-track year-round school program.

7. It is recommended that one form of multi-track year-round schools [illegible] implemented in the district to minimize complications and provide coordination to the year-round school program. Furthermore, it is recommended that the district adopt the three-track Concept 6 version as implemented in the Los Angeles Unified School District.

8. It is recommended that an interdivisional team be appointed to work with the multi-track year-round school manager to plan the implementation of an expanded year-round school program. Team members should include site administrators with year-round school experience and representatives from all district divisions providing support services to schools.

9. It is recommended that multi-track year-round schools only be expanded with the allocation of requisite resources including extended contracts, additional staff and allocation formulas based on year-round school needs.

10. It is recommended that the district make a conscious and public commitment to its multi-track year-round school programs.

11. It is recommended that the district conduct a detailed cost analysis of multi-track year-round schools during implementation to determine whether or not there is a short- or long-term financial benefit to the district in operating multi-track year-round schools.

12. It is recommended that specialized programs such as Special Education, LEP and GATE be considered for placement on one-track. The year-round school manager and interdivisional team should determine the extent to which this recommendation is implemented.

13. It is recommended that the district develop and implement a major communication plan for district staff and citizens to explain the multi-track year-round school program.

VII. Observations

Beyond the findings, analysis and recommendations, there is a need to communicate additional observations that are pertinent, yet do not fit into the format of the report.

1. Role of the Principal - Experienced year-round school principals, directors of year-round school programs and national authorities universally state that the principal is the key element in the successful implementation of year-round school programs. While noting the importance of appropriate community and staff involvement, the principal has to facilitate and communicate with these crucial audiences. Respondents indicated that a reluctant principal may jeopardize the success of a year-round school program.

2. Cost/Benefit Analysis - Despite the existence of year-round school programs in California and throughout the country in the last few years, there is no definitive research to document the actual cost implications of year-round schools. A comparison of year-round costs to traditional school costs and year-round schools as an alternative to new school construction does not seem to exist. At this point, it cannot be stated that year-round schools will or will not provide either a short- or long-term cost benefit to the district. Despite the absence of a cost/benefit analysis justifying the expansion of multi-track year-round schools, the recommendation to do so is based on the premise that multi-track year-round schools appear to be more feasible than new school construction at this point in time.

3. Reduction in School Size - Probably one of the most positive outcomes of implementing multi-track year-round schools is that it provides the opportunity for the district to reduce school size, especially in areas that are most overcrowded. These crowded schools also tend to serve large numbers of minority students and students with academic needs.

4. Year-Round Schools and Integration Programs - The very complicated nature of the integration program, involving specialized program

offerings, transportation of students, allied patterns and recruitment is heavily affected by the expansion of multi-track year-round schools. The extent of the impact is unknown, but preliminary analysis indicates substantial problems requiring the potential reorganization or rethinking of the integration program. However, the importance of the integration program requires that the district proceed carefully in expanding multi-track year-round schools until the total impact can be assessed. A dialogue needs to occur on how planning for overcrowding corresponds with a viable integration program. It is understandable that this subtle tension between facilities and integration has developed because the integration program evolved during a period of enrollment decline and facility availability.

5. Three Versus Four-Track Schools - The successful implementation of multi-track year-round schools is highly dependent on having adequate numbers of students assigned to each track. A three-track year-round school format fits San Diego City Schools better than a four-track format. Moreover, the three-track form of multi-track year-round schools which will provide the most relief for schools currently experiencing overcrowding. Based on a preliminary analysis, the transition from four-track to three-track is not complicated. Implementation of three-track year-round schools can be justified in terms of SB 813 legislation in meeting the total yearly required instructional minutes by extending the instructional day by 0.6 hours/day.

6. Status of Procedure 4017 - The adoption of the proposed expansion of multi-track year-round schools should result in a new district procedure which supersedes current procedure. Furthermore, the option for a school to opt for a single-track year-round schedule (Procedure 4017) should be eliminated because of unknown costs and the proposed expansion of the multi-track system. Those schools currently operating a single-track year-round school program should be allowed to continue.

7. Planning - Eighteen months should be the maximum amount of time for implementing multi-track year-round schools. In some cases immediate facility needs may require a school to implement a multi-track year-round calendar in less time.

8. Options for Staff and Families - The expansion of the multi-track year-round school program may require a one-time option for teachers and staff to select either year-round school or traditional calendar assignments. Family options may need to include:

   A) Attendance in the neighborhood multi-track year-round school,
   B) Participation in traditional schedule or multi-track VEEP or magnet programs, or
   C) Attendance at neighboring traditional schools with room, if the parent provides transportation.

9. Year-Round School Mindset - It is important to acknowledge that until this time the district has operated as a traditional schedule

school district with a small number of schools on year-round schedules. The mindset has been and continues to be based on the traditional schedule. An expansion of multi-track year-round schools will require an expansion of that mindset to include year-round schools as legitimate and equal partners.

10. Negative Impact Statements - The district's current orientation towards the traditional schedule in the provisions of support services is not surprising and, indeed, expected. Impact statements from the various divisions providing support services can be viewed as negative to neutral at best. Rather than interpreting these types of statements as a justification for not expanding the year-round school program, the district should understand them in the context of the traditional schedule. The expansion of the multi-track year-round school schedule will require restructuring throughout the district, particularly in the provision of support services.

Report prepared by Paul Goren and Ruben Carriedo

PDG:RAC
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APPENDIX

Task Assignments - Year-Round School Policy Analysis

A. Administrative and Support Services

B. Impact on School Capacity

C. Current Policy/Procedure

D. Student Achievement in Year-Round Schools

E. Communications

F. Visit to Los Angeles Unified School District

G. Definition of Year-Round Schools

H. Impact on Educational Services Division

I. Impact on Extracurricular Activities and Athletics

J. Impact on Special Education

K. Community Relations and Integration Services - Impact Statements

L. Impact on Personnel Services Division

M. Summer/Intersession School Program and Year-Round Education

N. Legislative Policy Analysis

O. Impact on Information Services Bureau

SAN DIEGO CITY SCHOOLS
Planning Department

Year-Round Schools Impact on Administrative and Support Services

Issue/Concern

If year-round schools are implemented to alleviate overcrowding, an impact may occur within the various support divisions. The purpose of this task assignment is to assess this impact as reported by staff in the support offices of the district.

Methodology

Two surveys were sent to twenty-three staff members in the following divisions or offices: School Operations, Information Services Bureau, Educational Services, Community Relations and Integration Services, Business Services, Personnel, Legal Office, Public Information Office, Administrative Services, and Planning, Research and Evaluation. One survey asked respondents to assess the impact on their operation if two high school cluster areas and their feeder schools were to go on a multi-track YRS schedule. The other survey asked respondents to assess the impact on their operation if each operations area had one high school cluster and its feeder schools on a multi-track year-round schedule. Each scenario used enrollment approximations from schools arbitarily chosen to provide a framework by which to answer the questions (see attached surveys). The responses by division or office provide data necessary to understand the impact of implementing additional multi-track YRS in the district.

Findings

	Two High School Clusters on Multi-Track YRS	Four High School Clusters on Multi-Track YRS
School Operations:	- 6-8 months lead time to plan for elementary schools; 12-18 months to plan for secondary schools.	same
	- Planning to include communication with parents and staff, student scheduling, ordering of materials and equipment, public information drive.	same
	- Post and bid would have to be moved ahead for July 1 start.	same
	- Ed. Services must have materials available by July 1.	same
	- Current area assistant superintendents and operation managers could implement multi-track YRS.	same
	- 2-4 principal level staff needed for planning efforts.	same
	- Extend work year and staff for following administrators: Military Science, Athletics, Child Development Director.	same

	Two High School Clusters on Multi-Track YRS	Four High School Clusters on Multi-Track YRS
School Operations	- Additional costs after planning year include 12 month salaries for site administrators, providing vice principal to cover sites during principal's vacation and additional clerical staff to cover clerical vacation.	same
	- 12 month clerical at YRS	same
	- 12 month key staff at magnet, AGP and minority isolated schools.	same
Child Development Programs	- Multi-track works at Miller	same
	- Jefferson or Bay Park would not work because school age children need teachers who are kept on site all day.	same
	- Ten-month nurses already on multi-track.	same
	- If number small, can accommodate on one track.	same
	- Not cost effective to spread children among four tracks as children would be present all day every day.	same
	- Few additional costs unless children scattered through tracks.	- Anticipated problems in staffing with teachers and TA's who do not have experience with current YRS programs.
		- Fewer school age children served in regular Children's Centers. Can be offset by new school age programs.
Adult Education	- Need to schedule overlapping dates to meet traditional and YRS students needs in order to maintain 51% adult enrollment ratio.	same
	- No staffing problems or additional costs.	same

	Two High School Clusters on Multi-Track YRS	Four High School Clusters on Multi-Track YRS
Transportation	- 4 weeks notice to ensure routing, scheduling and implementation.	same
	- Depending on collective bargaining, more lead time to secure drivers.	same
	- Add three mail drivers for summer; may extend their contracts from ten or eleven to 12 months; may call for three substitutes to cover for drivers on vacation at a cost of $9685.37.	same
Mail Room	- One additional position	same
	- Year-round armor truck pick-up from buses not mailroom.	same
		- Increased postage for increased program notification.
Public Information Office	- Can handle YRS with present staff.	same
Maintenance	- Could not complete major repairs, deferred and preventive maintenance in summer; would have to do major repairs during school year with major disruption of school.	same
	- Re-roofing can take three months, with substantial noise and dirt; replacement of boilers can leave site without hot water or heat, replacement of asphalt can have impact on parking, playground, tennis courts.	same
	- If second shifts are necessary to provide service, this is a need for an immediate 5% shift differential plus added cost for night supervision, with possible union consideration.	same
	- Staffing can not be determined until actual schools are chosen. Additional staff will be necessary.	same

	Two High School Clusters on Multi-Track YRS	Four High School Clusters on Multi-Track YRS
Maintenance	- Additional staffing costs and night differential; utilities will increase by 20% over current consumption repairs would increase due to high utilization on installed building equipment, maintenance vehicles; contracted work will increase because of working around school schedules.	same
	- Need sufficient time for maintenance to identify and correct major needs prior to implementation of YRS.	same
Food Services	- More labor dollars to meet increase of service from 180 days to 241 days; increased costs of production, delivery, and serving.	same
	- Longer work year for staff with a 33.8% increase in number of days.	same
	- Volume is key to food services; a decrease in volume decreases break-even ability of food services; multi-tracks may decrease volume.	same
	- Food service satellite schools do not equate with district feeder schools and preparation kitchens do not equate with high school clusters; consolidation of kitchens may be more difficult. Location and mix of YRS and traditional schools will have influence on ability to consolidate kitchens.	same
	- Consolidation of summer school food service with YRS may be difficult, depending on mix and location of program.	same
Custodial Services	- Daily services would have to include heavy cleaning provided normally on vacations - carpet shampooing, floor refinishing, window washing. In current YRS, 1½ hours per day added to accomplish this.	same

	Two High School Clusters on Multi-Track YRS	Four High School Clusters on Multi-Track YRS
Custodial Services	- Evening crews would do regular cleaning Monday - Thursday and heavy cleaning on Friday. Such a method results in YRS deterioration rate to be parallel to traditional schools.	same
	- Annual renovation of high school gym floors requires gyms to be closed for 5 weeks. Secondary YRS would lose access to gym for this period.	same
	- Substitute custodians required to cover vacation periods.	same
	- Rubbish disposal normally discontinued during summer, YRS would require summer rubbish disposal.	same
	- Typically, turf and fields renovated in June and July and given summer to grow. High schools would lose some turf as classroom space during summer.	same
	- Costs: 12 Additional positions $276,004 Additional hourly $ 89,401 Rubbish Disposal $ 10,660 $376,065	- 20 Additional positions $460,006 Additional hourly $149,002 Rubbish disposal $ 17,160 $626,168
Purchasing and Materiel Department	- Books, kits and other materials usually are returned to Instructional Media Center at end of year requiring heavy use of stock personnel, trucks and drivers. Additional staff needed to supply YRS when traditional schools are closing.	same
	- One additional truck at $40,000 and one additional driver at $24,000 per annum are needed.	same
	- Four additional stock clerks (hourly) to move present workload and additional workload at a total cost of $18-20,000 hourly funding per annum.	- Five stock clerks at $22-24,000 per annum hourly funding.
	- Multi-track YRS will contribute to shorter lifetime of furniture and equipment.	same

	Two High School Clusters on Multi-Track YRS	Four High School Clusters on Multi-Track YRS
Research Department	None	None
Forecasting and Planning Unit	- Forecasting is based on October enrollment peaks. YRS do not necessarily 'peak' in October but in November when all tracks are in attendance. A separate forecasting activity will have to occur to forecast YRS accurately.	same
Evaluation/ Data Collection	- Cabinet and Board needs to make earlier decisions on what to evaluate and assurance of budgets so planning can occur.	same
	- YRS reports cannot be completed until after the first quarter since summer months are busiest for data analysis, report writing and project planning.	same
	- Need more temporary staff in summer to produce reports.	same
	- If individual reports to schools decreases, costs and service could be cut.	same
	- Delayed service to schools will occur if demands on Information Services increases during summer.	same
Testing Services	- Problems will occur because tests are required to be given during certain dates ("test windows").	same
	- If YRS are tested separately, processing is affected because they will no longer be done in a batch mode (all materials at the same time). This results in higher costs and potential delays from Information Services and/or outside contractors.	same
	- Elementary multi-track are in-phase in spring, during testing windows. Secondary multi-track schools will not be in phase in December during CAP testing window.	same

	Two High School Clusters on Multi-Track YRS	Four High School Clusters on Multi-Track YRS
Testing Services	- College Board tests such as PSAT and the Advanced Placement exam have established times for test administration which cannot be varied. Students on a multi-track will not have the same number of institutional days or minutes when these tests are offered.	same
	- The "La Prueba" test for spanish speakers is sent to Iowa for processing. This will be delayed until all tracks take the test. The Hispanic community is unhappy with last years late arrival of test results.	same
	- Problems may occur on coordination and inservice activities.	same
Administrative Services	- Work years may be shifted, but currently no additional budget or staffing changes are necessary.	same
Legal Services	- No changes would be necessary other than rotating vacation schedules.	same

Preliminary Analysis

The data presented in this analysis provide information on the potential impact of expanding multi-track year-round schools on administrative services. All of the respondents indicated that their division or department would be able to provide services to support an expanded YRS program under various constraints. Constraints which can be addressed throughout the planning stages include concerns about adequate staffing, time for planning and completing tasks and increased cost factors. Budget considerations must be studied not only in regard to increased absolute costs, but also relative to per pupil revenue and expenditures. Many of the increased costs may be less than expected if calculated on a per pupil basis since YRS do serve additional students. As the planning continues a comprehensive expenditure and revenue study needs to be completed on a per pupil cost basis.

Several concerns stand out that may be beyond the planning capabilities of district staff. The administration of certain achievement tests are planned for particular time periods, based on the amount of instruction students have typically received on a traditional calendar school year. These "test windows" are established on a nationwide basis which may result in San Diego having a minimal chance to change the schedules. The other concern is with maintenance. Year-round schools are difficult to maintain because they are always in use. Deterioration will occur faster because the facilities are being used continuously. Attention needs to be paid to maintenance, although realistically it may be quite difficult to maintain the buildings at a standard by which the district wishes.

PG:is

SAN DIEGO CITY SCHOOLS
FACILITIES SERVICES DEPARTMENT
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(619) 293-8063

B-1

DATE: November 5, 1986

MEMO TO: Carriedo

FROM: Johnson via Perko

SUBJECT: REPORT ON IMPACT OF YEAR-ROUND SCHEDULE ON SCHOOL CAPACITY

Attached is the result of the impact of year-round schedule on school capacity compiled by Pat Zoller and Dr. Billie Blair. Two additional reports concerning the impact of year-round schedule on the State School Building Program eligibility and on city and private use of district facilities currently being developed by Facilities Services staff are expected to be completed on Wednesday November 5, 1986.

CHJ:ma

Attachment

M Memo272

SAN DIEGO UNIFIED SCHOOL DISTRICT
Business Services Division/Facilities Services Department

MULTI-TRACK, YEAR-ROUND SCHOOL POLICY ANALYSIS
Impact of Year-Round Schedule on School Capacity
November 4, 1986

Issue

The increase in student enrollment projected to the year 2000 will have a significant impact on current school facilities. In order to determine the effect of year-round scheduling on school capacities and utilization, Concept 6 multi-track, year-round schedule was applied to selected high school attendance areas. The attendance areas selected are those where school construction would otherwise be needed to accommodate the projected enrollment. These areas include Hoover, Lincoln, Mira Mesa, Morse, San Diego, and Serra high schools.

Methodology

The Concept 6 schedule allows schools with 500 or greater student enrollment to be accommodated by a 3-track, year-round schedule. The combination of a 4-track schedule and double-session kindergarten was not applied at this time. Fewer schools would qualify for a 4-track schedule because at least 1,000 students per school site would be required to implement a 4-track schedule. Cursory analysis indicates that school facility needs could be met with 4-track schedules and double-session kindergarten, but could not be utilized as widely as a 3-track schedule.

Findings/Discussion

Preliminary findings indicate that double-session kindergarten would accommodate the projected student enrollment in current facilities until 1990 for Hoover and Serra High School attendance areas; until 1988 for Lincoln and San Diego; and until 1989 for Morse High School.

The application of Concept 6 is based on the total number of students projected for each school by the year 2000. Listed below are points in time when year-round schedules would need to be implemented:

Attendance Area	Date for Year-Round Implementation
Mira Mesa	1987-88
San Diego	1988-89
Lincoln	1988-89
Morse	1989-90
Hoover	1990-91
Serra	1991-92

In compiling the data for year-round scheduling, Procedure 3410 "School Capacity Standards for Relocation of Portable Buildings and Long-Range Facilities Planning" was applied to the facilities needs at each site. The application of

Procedure 3410 is indicated by the number of classrooms that have been taken off the inventory for such uses as libraries, lounges, loft spaces and/or other special program requirements.

Consideration was given to each school site depending on projected growth for the particular areas, impact of existing portables on the site, or both. Where the school sites and the playground areas are impacted by portable classroom facilities, an attempt was made to reduce the number of portables at the site by limiting the number of students in each track. Wherever possible, the attempt was made to reduce the numbers of students on site at any given time and also to reduce the number of portables on the site. Some schools, based on current enrollment, did not qualify for the application of multi-track, year-round schedules. These sites are indicated by the designation of "future year-round" indicating the potential for a single-track, year-round schedule or multi-track scheduling when enrollments increase.

The data compiled to determine the impact of year-round, multi-track scheduling on school capacity and utilization is displayed on the six tables appended to this report. There is one table for each of the selected high school attendance areas studied. An explanation of the data shown in each of the columns is provided in the following paragraphs:

Columns 1 and 2 provide the school name and current October 1986 enrollment for each site. Column 3 indicates the consideration given to each site in terms of projected growth, impact of existing portables, both growth and portable impact, or future year-round potential.

Column 4 is the total number of students that could be accommodated at each school site under Concept 6. Column 5 "Students per track" is the number of students assigned to each track. Under Concept 6, two tracks would be on campus at any given time. To determine the number of students on campus at any one time, Column 5 would be multiplied by two.

The increase in students shown in Column 6 is the additional number of students that could be accommodated at each school site as the result of multi-track scheduling. This figure is derived by subtracting Column 2 "Actual October 1986" from Column 4 "Concept 6."

The student capacity shown in Column 7 allows for the application of Procedure 3410 by removing from the classroom inventory, rooms used for core facility requirements e.g., library, lounges, etc. and/or special program requirements currently in place at the site e.g., special education, magnet, etc. The number of classrooms removed from the inventory are shown in column 8.

The total number of permanent and portable classrooms at each site regardless of their current use is shown in Columns 9, 10, and 11. The number of portables that would be released from a particular site as the result of multi-track scheduling is shown in Column 12.

Analysis

Preliminary analysis indicates that multi-track, year-round scheduling would allow for current school facilities to accommodate the student enrollment projected to the year 2000 in the selected high school attendance areas. It would further release an estimated 173 portable classroom facilities which could be used for temporary schools in future community areas such as North Miramar Ranch.

PZ:hc

R Rep148.3

SAN DIEGO UNIFIED SCHOOL DISTRICT
Business Services Division/Facilities Services Department

YEAR-ROUND SCHOOL POLICY ANALYSIS
MIRA MESA HIGH SCHOOL ATTENDANCE
October 31, 1986

School	Actual Oct 1986	Enroll Growth/ Port/Future Year-Rd.	Concept 6	Stud per Track	Increase in Students	Stud Cap with 3410 Applic.	No. of Clsrms off Inventory	Classrooms			Portabl Decreas
								Perm	Port	Total	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Breen	308	Future YR	(308)			390	5 †	0	18	18	0
Ericson	1,026	Growth	1,539	513	513	1,038	4	24	17*	41	0
Hickman	668	Growth	1,002	334	334	780	2	24	4	28	0
Jerabek	891	Growth	1,337	446	446	840	0	18	10	28	0
Mason	946	Growth	1,410	470	464	960	2	24	10	34	0
Miramar Ranch	547	Growth	821	274	203	540	1	18	1	19	0
Sandburg	718	Growth	1,077	359	272	750	5	24	6**	30	0
Walker	1,055	Growth	1,583	528	295	1,110	2	24	15	39	0
TOTAL ELEMENTARY	6,159		9,077		2,527		21	156	81	237	0
Wangenheim	1,721	Growth/Port	2,581	860	860	1,879	0	27	34	61	0
Mira Mesa	3,513	Growth	5,270	1,757	1,757	3,349	0	55	55	110	0
TOTAL SECONDARY	5,234		7,851		2,617		0	82	89	171	0

* includes two classroom facilities used for private child care programs
** 4 portables used for district children center
( ) is not part of Concept 6
† all portable schools - portable count does not include four support facilities.

R Rep143.3

SAN DIEGO UNIFIED SCHOOL DISTRICT

Business Services Division/Facilities Services Department

YEAR-ROUND SCHOOL POLICY ANALYSIS
SAN DIEGO HIGH SCHOOL ATTENDANCE AREA

October 31, 1986

School (1)	Actual Oct 1986 (2)	Enroll Growth/ Port/Future Year-Rd. (3)	Concept 6 (4)	Stud per Track (5)	Increase in Students (6)	Stud Cap with 3410 Applic. (7)	No. of Clsrms off Inventory (8)	Classrooms			Portable Decrease (12)
								Perm (9)	Port (1)	Total (11)	
Birney	642	Growth/Port	915	305	273	630	4	16	9	25	2
Brooklyn	975	Growth	1,410	470	435	930	1 †	19	13	32	0
Burbank	455	Growth/Port	630	210	175	510	6	14	9*	23	4
Florence	272	Future Year Rd	(272)			300	3	12	1	13	0
Grant	658	Growth/Port	825	275	167	640	2	10	10	20	4
Jefferson	534	Growth	750	250	216	640	7	18	7**	25	0
King	761	Growth/Port	975	325	214	780	6	25	7	32	2
Logan	867	Growth/Port	1,050	350	183	720	6 †	30	0	30	5
Longfellow	409	Growth	630	210	221	450	3	18	0	18	1
Lowell	442	Growth	750	250	308	600	5	1	24	25	0
McKinley	607	Growth/Port	750	250	143	510	4 †	14	7	21	3
Sherman	1,051	Growth/Port	1,350	450	299	930	6	26	11	37	7
Washington	321	Future Year Rd	(321)	-	-	330	2	1	12	13	0
TOTAL ELEMENTARY	7,994		10,628		2,634		55	204	110	314	28
Memorial	1,045	Growth	1,500	500	455	1,084	4	42	7	49	0
Roosevelt	1,082	Growth/Port	1,500	500	418	1,274	2	38	3	41	3
San Diego	1,380	Growth	1,800	600	420	1,742	4	61	5	66	0
TOTAL SECONDARY	3,507		4,800		1,293		10	141	15	156	3

*Two used for district Children Center

**Three used for district Children Center

***Excludes three loft spaces per Facilities Utilization Report

( )Is not part of Concept 6

†Includes loft classrooms exempt from inventory

R Rep143.5

SAN DIEGO UNIFIED SCHOOL DISTRICT
Business Services Division/Facilities Services Department

YEAR-ROUND SCHOOL POLICY ANALYSIS
LINCOLN HIGH SCHOOL ATTENDANCE AREA
October 31, 1986

School	Actual Oct 1986	Enroll Growth/ Port/Future Year-Rd.	Concept 6	Stud per Track	Increase in Students	Stud Cap with 3410 Applic.	No. of Clsrms off Inventory	Classrooms			Portable Decrease
								Perm	Port	Total	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(1)	(11)	(12)
Baker	702	Growth/Port	900	300	198	630	5	14	12	26	5
Balboa	1,075	Growth/Port	1,305	435	230	870	4	23	10	33	5
Chollas	755	Growth/Port	1,170	390	415	810	3	15	15	30	7
Emerson	918	Growth/Port	1,260	420	342	840	2	16	14	30	5
Horton	776	Growth/Port	1,125	375	349	750	4	14	15	29	6
Johnson	442	Growth	630	210	188	450	4	14	5	19	0
Kennedy	542	Growth	630	210	88	720	4	28	0	28	6
Knox	805	Growth/Port	1,185	395	380	810	4	14	17	31	3
Mead	332	Future Year Rd	(332)			390	4	6	11	17	0
Webster	442	Growth	630	210	188	450	4	11	8	19	0
TOTAL ELEMENTARY	6,789		9,167		2,378		38	155	107	262	37
Gompers	1,628	Growth	1,998	666	370	1,677	3	56	19	75	0
Lin[illegible]	824	Growth	1,236	412	412	1,201	4	54	5	59	0
[illegible]	[illegible]		3,234		782		7	110	24	134	0

SAN DIEGO UNIFIED SCHOOL DISTRICT
Business Services Division/Facilities Services Department

YEAR-ROUND SCHOOL POLICY ANALYSIS
MORSE HIGH SCHOOL ATTENDANCE
October 31, 1986

School (1)	Actual Oct 1986 (2)	Enroll Growth/ Port/Future Year-Rd. (3)	Concept 6 (4)	Stud per Track (5)	Increase in Students (6)	Stud Cap with 3410 Applic. (7)	No. of Clsrms off Inventory (8)	Classrooms Perm (9)	Classrooms Port (1)	Classrooms Total (11)	Portable Decrease (12)
Audubon	773	Growth	1,159	386	386	780	4	20	10	30	0
Bethune	954	Growth	1,431	477	477	930	0	24	7	31	
Boone	981	Growth/Port	1,272	424	291	840	4	14	18	32	6
Encanto	1,388	Growth	2,082	694	694	1,410	8	38	17	55	12
Freese	717	Growth/Port	985	328	268	720	4	14	14	28	3
Fulton	635	Growth/Port	892	297	257	720	4	14	14	28	2
Lee	816	Growth/Port	1,134	378	318	780	4	20	10	30	-
Paradise Hills	961	Growth/Port	1,200	400	239	900	5	18	15	33	6
Penn	897	Growth	1,385	448	448	960	3	18	17	35	-
Perry	742	Portable	742	247	-	570	5	19	5	24	10
Valencia Park	975	Growth	1,462	487	487	1,080	8	22	22	44	-
Zamorano	936	Growth	1,404	468	468	960	0	24	8	32	-
TOTAL ELEMENTARY	10,775		15,108		4,333		49	245	157	402	39
Keiller	654	Growth/Port	801	267	147	600	3	10	13	23	6
Bell	2,303	Growth/Port	3,000	1,000	697	2,345	0	45	26	71	8
Morse	2,125	Growth/Port	2,600	866	475	2,266	4	53	20	73	15
TOTAL SECONDARY	5,082		6,401		1,319		7	108	59	167	29

SAN DIEGO UNIFIED SCHOOL DISTRICT
Business Services Division/Facilities Services Department

YEAR-ROUND SCHOOL POLICY ANALYSIS
HOOVER HIGH SCHOOL ATTENDANCE
October 31, 1986

School	Actual Oct 1986	Enroll Growth/ Port/Future Year-Rd.	Concept 6	Stud per Track	Increase in Students	Stud Cap with 3410 Applic.	No. of Clsrms off Inventory	Classrooms			Portable Decrease
								Perm	Port	Total	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(1)	(11)	(12)
Adams	583	Growth	874	291	291	600	5	18	7	25	0
Central	721	Growth/Port	795	265	74	610	5	15	7	22	5
Edison	478	Future YR	(478)	-	0	480	5	8	13	21	0
Euclid	921	Growth/Port	1,065	355	144	720	3	18	9	27	8
Franklin	473	Future YR	(473)	-	0	510	2	17	2	19	0
Hamilton	745	Growth/Port	975	325	230	660	3	13	12	25	5
Rowan	246	Future YR	(246)	-	0	270	2	9	2	11	0
TOTAL ELEMENTARY	4,167		4,906		739		25	98	52	150	18
Wilson	1,592	Growth	2,388	796	796	1,723	2	60	0	60	0
Hoover	1,967	Portable	1,967	655	0	2,047	2	56	0	56	14
TOTAL SECONDARY	3,559		4,355	-	796		4	116	0	116	14

( ) is not part of Concept 6.

R Rep143.1

SAN DIEGO UNIFIED SCHOOL DISTRICT
Business Services Division/Facilities Services Department

YEAR-ROUND SCHOOL POLICY ANALYSIS
SERRA HIGH SCHOOL ATTENDANCE AREA
October 31, 1986

School	Actual Oct 1986	Enroll Growth/ Port/Future Year-Rd.	Concept 6	Stud per Track	Increase in Students	Stud Cap with 3410 Applic.	No. of Clsrms off Inventory	Classrooms			Portable Decrease
								Perm	Port	Total	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(1)	(11)	(12)
Hancock	877	Growth/Port	1,050	350	173	900	6**	36	0	36	2
Miller	1,079	Growth	1,350	450	271	1,200	12**	48	4*	52	0
Tierrasanta	500	Growth/Port	675	225	175	480	4**	20	0	20	3
Vista Grande	542	Growth	750	250	208	540	0	18	0	18	0
TOTAL ELEMENTARY	2,998		3,825		827		22	122	4	126	5
Farb	836	Growth/Port	1,254	418	418	871	2	24	7	31	5
de Portola	730	Growth	1,095	365	365	834	0	23	0	23	0
Serra	1,988	Growth/Port	2,250	750	262	2,174	0	52	15	67	5
TOTAL SECONDARY	3,554		4,599		1,045		2	99	22	121	10

* Four used for district Children Centers.
** Includes loft classroom exempt from inventory.

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R Rep143.6

SAN DIEGO CITY SCHOOLS
Planning Department

Current Policy/Procedure on Year-Round Schools

Issue/Concern

Year-round schools are currently governed by a policy established by the Board of Education in 1975 and Administrative Procedure 4017. This analysis examines the elements of existing policy and procedure. If year-round schools are used as solution strategies to facility overcrowding, what changes, if any, are necessary in current policy/procedure?

Methodology

Current policy and procedure were identified through document research. Board of Education minutes from the past fifteen years and the administrative procedure manuals were used as source documents.

Findings

Current policy on year-round schools was approved on a 4-1 vote by the Board of Education on June 3, 1975. The policy states:

> "It is the policy of the Board of Education to recognize and develop alternative school choices, including year-round school schedules."

The remainder of the policy statement addresses initiation and implementation of year-round schools, which is reflected in current administrative procedure.

The current district administrative procedure on year-round schools - "Administrative Procedure 4017, Year-Round Programs in Schools" governs the initiation and establishment of year-round schools in the San Diego Unified School District. Procedure 4017 does not stipulate any rationale for shifting a tradition calendar school to a YRS, nor does it indicate that YRS can or should be used to accommodate additional students when facility space is limited. Rather, procedure 4017 outlines the process to follow in order for a community to decide whether it wishes to opt for a year-round school calendar.

Procedure 4017 states that "all legal and district requirements for the regular school program apply to schools on a year-round schedule, including number of student days in a school year and course requirements." If a school is going to establish a year-round school schedule, the following steps must take place:

a. informational materials documenting advantages/disadvantages of YRS must be distributed to parents and staff,

b. public meetings must be held to discuss advantages and disadvantages,

c. school staff must be surveyed on their preference of traditional or YRS,

d. a central impact survey/feasibility study must be completed assessing impact of charging a particular school's calendar on the various district divisions, and

e. a poll of parents must be taken where at least 60% of the parents voting (from at least 50% of the parents who have children in the school) respond positively to the YRS proposal.

If all of these steps are followed and a favorable vote from parents is evident, than a YRS schedule can be adopted for a three year maximum according to Procedure 4017. Those families opposed to YRS are not required to send their children to YRS. If parents desire a traditional schedule they may send their children to the school nearest of residence if that school is on a traditional schedule and if space is available. Transportation in these cases is the responsibility of the parent. Applications to traditional schools may also be granted when VEEP guidelines are met and the racial/ethnic balance of both the sending and receiving school is considered.

Preliminary Analysis

Current policy and procedure addresses year-round schools as an option given to communities who wish to shift their school year calendar. No where in the current policy or procedure are year-round schools mentioned as a solution to facility limitations. If it is necessary to establish YRS as a solution to the facility problems the district is facing, a new policy/procedure will be necessary in addition to what exists currently. The new policy/procedure may need to include the following stipulations:

1. It is the policy of the San Diego Unified School District to schedule schools on a year-round calendar when faced with severe facility limitations. A year-round school can accommodate more students and thus provide additional space to house students.

2. The decision to shift to a year-round school to provide additional space to house students should be made by the Board of Education after recommendation from the superintendent.

3. Planning time for year-round school should not exceed 18 months at the maximum. During this time, the community, school staff and district staff should be involved in implementation processes.

4. One-time options should be made available to staff at schools shifting from traditional calendars to YRS calendars.

5. Options should be made available through the VEEP or magnet programs for students at schools which shift from traditional calendars to YRS calendars.

6. Year-round schools should evaluate their status in regard to space availability through the annual update of the Long-Range Facilities Master Plan.

Procedure 4017 should still exist for those communities not affected by facility limitations that wish to go on a YRS schedule. Areas where facilities are limited need to be able to go on a year-round schedule to alleviate overcrowding. A new procedure needs to govern these possibilities.

PG:ls

SAN DIEGO CITY SCHOOLS
Planning, Research, and Evaluation Division
Research Department

MULTI-TRACK YEAR-ROUND SCHOOL POLICY ANALYSIS
STUDENT ACHIEVEMENT IN YEAR-ROUND SCHOOLS

Issue/Concern

What has research shown to be the probable effect of expansion of year-round schooling (YRS) in the San Diego Unified School District on student academic achievement?

Methodology

A combination of methods was used to collect information about the effects of YRS on student academic success. A literature search was conducted on ERIC (the Educational Resources Information Center). Relevant documents were obtained and/or individuals contacted on the basis of authorship for further information. Other knowledgeable individuals also were contacted, including Sandra Kirkpatrick at the Far West Laboratory for Educational Research and Development, Gary Marx of the American Association of School Administrators, and Charles Ballinger of the National Council on Year-Round Education. These contacts led to further literature and contacts at districts that have instituted YRS. The experiences and research of these and other known individuals and districts were examined.

Findings/Discussion

The most conclusive statement that can be made is that there appears to be no decrement in learning associated with YRS. In general, when impact on academic achievement has been measured, it has been neutral or positive.

One of the most definitive positive findings is in the Houston (Texas) Independent School District. There Guthrie (1985) found that ten new year-round schools registered significantly higher gains in composite scores on standardized tests of basic skills after the first year than ethnically similar control schools maintaining a traditional schedule. The results must be tempered by two observations. First, as Guthrie observes, "many [such] achievement gains are typical of programs operating during their first year." (A follow-up study is currently being conducted.) Second, the district made significant use of intersession programs of remediation and enrichment (see below).

Other districts, however, have shown improvements over several years. Oxnard School District officials found significantly increased districtwide CAP scores over a four-year period in which year-round schools played a major part in district education (Brekke 1986).

The other common finding is that of no significant achievement differences between students following traditional and year-round school schedules. For example, Colorado's Jefferson County Schools, ranking second nationally in terms of numbers of year-round students, found that "academic growth in the basic skills for students in the year-round program was commensurate with that of traditional year students" (Year-Round Education 1977). The Los Angeles Unified School District, with the nation's largest year-round schools' program, has obtained varied results, with year-round schools sometimes performing better than, sometimes worse than, and sometimes at a level comparable to traditional schools (Alkin *et al*. 1983). In general, it appears to be a "wash-out" with no significant overall difference (Alkin 1986).

Similarly, several years ago San Diego conducted an evaluation study of relative achievement in year-round and traditional schools. There was a statistically insignificant difference in favor of year-round schools.

All in all, studies have not shown a decrement in academic performance in year-round schools unless equal or greater decrements have also been shown in comparable traditional schools.

There are several reasons for this. First, most year-round schedules lack a single, very lengthy break comparable to the traditional schedule's summer vacation. This allows greater continuity in learning and less summer loss. Greater retention means less need for review at the beginning of the school year. Other factors include lessened student and teacher "burnout" and the possible use of intersession for remediation and enrichment.

Preliminary Analysis

Findings concerning relative rates of learning and/or forgetting over the school year and during the summer for advantaged and disadvantaged students (Division of Research 1978) have significant implications for year-round schools. Various studies have shown that economically disadvantaged students learn less during the school year; during the lengthy summer vacation they continue to diverge, but much more sharply. In economically advantaged home environments, students may continue to progress during the summer, especially in reading, while disadvantaged students lose some of what they have learned. Disadvantaged students may have relatively more to gain even from unadorned year-round education. Furthermore, gains (if any) made by year-round schools over traditional schools may be greater in mathematics than in reading because of the greater opportunities for advantaged students to "practice" reading than mathematics during traditional summer vacations. This was borne out in the Oxnard (Brekke 1986) findings.

A second consideration is the degree to which year-round schools utilize classroom space freed up by YRS for intersession programs of enrichment (e.g., extra courses, special programs) and remediation. Houston and other districts have experienced considerable success with this. It does, however, add to costs. Houston, which did not factor in decreased potential building costs, found significant increased costs associated with YRS with intersession programs. Some of this, of course, could be covered with (equivalent) summer session funds. There are potential logistic problems, too, depending on the availability of extra space.

This report prepared by Peter D. Bell

PDB:jd

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Isaac, Steve. Personal communication, October 1986.

Year-Round Education: The Jefferson County, Colorado Experience, Jefferson County Public Schools, November 1977.

YEAR-ROUND SCHOOL POLICY ANALYSIS ADVISORY COMMITTEE
Communications Sub-Committee Methodology Statement

Introduction

As the district studies the feasibility of implementing year-round school scheduling to help alleviate overcrowding of school facilities, a well-planned public information program must be undertaken. This communication plan should be divided into three main parts: informing district personnel, communicating with parents, and initiating public discussion in the community.

While it is obvious there will be some overlapping, these three general communication activities should take place in the order listed; advising and informing district personnel first, then communicating with parents, and finally public discussion.

Developing Informational Material

To begin, some clear, easy-to-understand informational material about year-round scheduling should be developed. It is recommended that a single, simple basic brochure that describes the various year-round school scheduling patterns and lists the advantages and the shortcomings of each be produced. This brochure should be supplemented with packets providing more detailed information, reproductions of of articles, results of other studies, etc.

The sub-committee has written a first draft of the copy for the brochure. Most of the information for the packets is readily available.

Informing District Staff Members

A staff committee of approximately four members will be designated to serve as a public relations group and be responsible for all presentations to staff and public regarding year-round schools.

The public relations for staff communication will include:

visits to school sites/faculty meetings, K-12 meetings, a letter written by the superintendent and brochures describing the program.

Communicating with Parents

It is essential to communicate with parents as the next step. Communication will include attendance at PTA meetings, community coffee klatches, SAC meetings, TV including parents who have concerns, and the brochure.

Along with the brochure, a survey will be sent to parents so that specific probems regarding this program and other requested information can be obtained. Perceived problems should be detailed in order for central staff to develop solutions and strategies to resolve them. These solutions will become part of the informational package to be distributed to community and staffs.

General Public

The third level of communication will be to the public at large and this will include:

newspaper feature articles, TV coverage, addressing the Chamber of Commerce Educational Committee and other groups as requested.

REF: 1 YRS

SAN DIEGO CITY SCHOOLS
Planning Department

YEAR-ROUND SCHOOL POLICY ANALYSIS
Visit to Los Angeles Unified School District

I. Issue/Concern

Los Angeles Unified School District (LAUSD) faces the same problem as San Diego in regard to enrollment growth coupled with limited facilities. LAUSD addressed its problems by developing an extensive year-round school program in nearly one hundred schools. A team of four individuals from the Year-Round School Policy Analysis Advisory Committee visited LAUSD on Wednesday, October 15 to identify and document how Los Angeles has developed and implemented its year-round schools program. The team consisted of Ruben Carriedo, Planning Department Director; Paul Goren, Policy Analyst; Jackie Bates, Senior Budget Analyst; and Richard Alcorn, Principal Brooklyn Elementary (a multi-track year-round school).

II. Methodology

The visit consisted of meeting with the administrative consultant of the Priority Housing Program and school site visits at one elementary, one junior and one senior multi-track year-round school. The team used a semi-structured interview protocol and took field notes based on the interviews with the administrative consultant and school site administrators.

III. Findings/Discussion

Findings from the the visit are presented in the following areas: Integration, Space Savings, "CAP" System, Policy versus Reality, Track Options, Maintenance, Incentives for Teachers and Administrators, Administrative and Support Services, Funding Mechanisms, Intersession, Course Offerings/Specialized Teachers/Electives, and Extracurricular Activities.

INTEGRATION

The Los Angeles Unified School District's Integration Program is different from San Diego in that it has a diminishing number of white students and smaller percentages of students participating in its VEEP-like and magnet programs. In the last five years the district ended a mandatory busing program for integration. All programs are now voluntary.

Los Angeles school officials indicated that their district does not provide transportation services during the summer except for occasional field trips for students in year-round schools. Because transportation is not provided during the summer months, integration programs are not an option for schools and students on a year-round schedule.

Currently, year-round schools in Los Angeles are located in predominately minority communities. Students and families in these communities who prefer a neighborhood school must opt for the year-round school program. Those who do not want neighborhood year-round school programs may be bussed to a nearby segregated school or an outlying (San Fernando Valley) school on a traditional schedule. A third option is to enroll in one of the district's magnet programs. Thus, minority students in overcrowded schools have three options: year-round school in a neighborhood school; traditional schedule school in a nearby but segregated school, or an outlying majority school; and a districtwide magnet program. Transportation is provided for the last two options.

SPACE SAVINGS

The primary purpose of those visiting Los Angeles was to understand the structure, organization, and implementation of their year-round school (YRS) program. An area of particular interest was to understand how a multi-track year-round schedule provides relief to facilities needs in the Los Angeles district and more specifically, how YRS saves space.

During the visitation to the three schools, what became apparent was that the year-round schedule as implemented in the sample schools result in the schools being able to accommodate more students than actually saving space. For instance, a high school that serves 3,000 students houses only 2,000 students at any given time, with a third of the total student body always being on vacation. However, the school has a capacity of 1,600 and even on a multi-track year-round schedule, the facilities are still operating at or over capacity. No excess space could be detected easily.

The same situation--operating at or over-capacity--existed in the elementary and junior high schools visited. The junior high accommodated 3,900 students, with 2,600 students on campus at any given time. The elementary school accommodated 2,200 students, with 1400 - 1500 students on campus at any given time. Thus, the year-round schools as implemented in the elementary and secondary schools allow the schools to accommodate more students, but do not provide any excess space or "wiggle room" to provide special programs. Furthermore, any additional space that may remain is used for storage of materials for classes not in session.

"CAP" SYSTEM

The Los Angeles Unified School District has a school enrollment policy refereed to as "CAP". Under this policy, crowded schools are designated as "capped" when they achieve full capacity. When a school is capped, new students moving into the attendance area are reassigned to other schools where there is space. For instance, if a family moves into a neighborhood where the school is capped, the student would be required to attend another school outside the neighborhood with transportation provided.

The "CAP" system is related to year-round schools because some year-round schools are designated as capped, operating at capacity. Students living in the attendance area of a capped year-round school must attend the school on the appropriate year-round school track or face losing their seat in the neighborhood school. The "CAP" system obligates students and families desiring neighborhood schools to enroll in year-round schools.

Administrators noted that attendance during summer months does not fall off in year-round schools and that students show up at the right time for their particular track because they do not want to be "capped", thus losing their seat in the neighborhood school.

POLICY VERSUS REALITY

During 1986-87 the media reported that the Los Angeles school district adopted a year-round school policy for the district. This coverage resulted in a general understanding among San Diego school officials that the entire Los Angeles district would be on a year-round schedule within five years. Following discussions with Los Angeles school officials during the one-day visitation, it became apparent that there is a general misconception about the extent of the year-round school program in the future. More specifically, no additional schools went to year-round schedules in Los Angeles during 1986-87. There has actually been a slight decline in YRS in the last year. Currently 93 schools are on a year-round schedule, 85 of which are multi-track. Last year 107 schools were on a year-round schedules. Although the Los Angeles Board of Education has authorized the development of year-round school plans for the entire district, the board will still review and vote on any recommendations to expand the program. Thus, the year-round school issue is one that cannot be considered outside of community or board pressure and direction. Two of the recently elected board members ran on platforms that included "anti-YRS" positions. It would be a misconception for San Diego school officials to continue to believe that Los Angeles will be a year-round school district within five years. It is not clear if that district will expand the program.

MULTI-TRACK OPTIONS

The Los Angeles Unified School District (LAUSD) has several forms of year-round schools with many schedules and calendars. Currently LAUSD has single- and multi-track options including 60-20, 45-15, 90-30, Concept Six, and Concept Six modified. Planners in the Los Angeles district acknowledge that the existence of several options has made it extremely difficult to coordinate. Officials refer to the situation as a "mess". There is presently an effort to identify a single option for all schools. The option which is gaining most popularity is Concept Six at the secondary level and Concept Six modified at the elementary level.

Concept Six is scheduled on three tracks in Los Angeles. Students are divided into three groups with one group always on vacation. The three-track option increases a schools capacity by 50 percent. Concept Six increases the number of students a school can accommodate. For instance a high school built for 1600 can house 2400 under Concept Six. The Concept Six plan has six terms of approximately 43 days each. Students attend four of the six terms each year. In Los Angeles two of three tracks have two uninterrupted terms; the third-track has both terms interrupted with vacation periods. The four-terms of attendance required under this plan closely resembles quarter and semester calendars.

The plan in Los Angeles provides 162 days of instruction. The instructional day however is longer, with approximately 61 minute periods. This adds 0.6 hours per day extra to the available time for instruction. Special legislation by the state allowed the LAUSD to fulfill its instructional minutes requirement required by SB 813 by shortening the total number of days and lengthening the instructional day.

MAINTENANCE

Maintenance of classrooms and facilities for schools on year-round programs is a challenge. The site administrators interviewed in Los Angeles admitted that although maintenance and custodial services occur in year-round schools, it is difficult to do. For instance, under Concept Six there are only five days in the entire year when a school is not in session. In effect, there is little or no "down time" to strip and thoroughly clean a school. Heavy cleaning and maintenance must occur on weekends or during school time by temporarily displacing classes. Site administrators noted that they had to use their year-round school incentive funds to pay for the weekend or overtime custodial services. Nearly everyone acknowledged that maintenance/custodial services is a negative aspect of year-round schools.

Visits to elementary, junior high, and senior high schools on year-round multi-track schedules in Los Angeles provided strong visual evidence that year-round schools do not appear to be as well maintained as traditional schedule schools. The schools, especially the elementry school of 2,200 and the junior high of 3,900 looked "tired and worn out", reflecting the heavy and daily use by large student bodies. Furniture and equipment such as desks, cabinets, carpets, and instructional materials looked worn. The senior high principal noted that no special considertion in the form of resources is given for the wear-and-tear of furniture or the provision of maintenance in year-round schools.

INCENTIVES FOR TEACHERS AND ADMINISTRATORS

When a school in the Los Angeles Unified School District chooses a year-round school (YRS) schedule, teachers have a one time option to stay at that school site or shift to a traditional school. Those teachers who choose to teach at the YRS discover several incentives to the year-round schedule. Although the school day is slightly longer, teachers in Los

Angeles are only on site for 162 days, much shorter than the 180 schedule used in traditional schools.* The longer vacation period coupled with breaks throughout the year is preferred and reduces stress and teacher "burnout". YRS allow those teachers who are "off-track" to substitute at their home school, which has positive ramifications for the teachers and the school. Teachers thus have the incentive to take a break from teaching at different times during the year or to work at their school on a year-round basis and earn a higher salary.

There are few positive incentives for administrators according to the individuals with whom we talked. A longer year results in an increase in salary for the YRS administrators. Yet the administrative functions of operting a YRS occur all year, which leaves little time for top administrators to get away for vacation. Although YRS administrators get 18 days annual vacation, each administrator we talked to has taken no more than 7 days off per year since coming to the YRS. The same administrators have difficulty covering administrative and clerical functions while simultaneously permitting staff their earned vacation time. Operating a year-round school on the three-track Concept Six schedule in Los Angeles is similar to running three schools simultaneously. Administrators must plan three master schedules, three graduations and three open houses, for instance.

ADMINISTRATIVE AND SUPPORT SERVICES

Year-round schools are given additional resources based on the number of students they serve. According to the administrators interviewed, these resources do not compensate for the differences between YRS and traditional schools. Several interviewees mentioned that the allocation formula for support services is based on traditional school schedules. Administrative and support services in YRS operate on a year-round basis, yet the traditional allocation formulas do not compensate for the vacation time of staff, which occurs throughout the year. At any given time a member of the clerical or support staff may be absent on vacation while the school is in operation, a situation which normally does not occur in traditional schools. Similarily, traditional and YRS over a certain enrollment receive the same number of administrators. At any given time an administrator may be on vacation while the school is in operation without any coverage provided for ongoing assignments and responsibilities.

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* Los Angeles year-round schools operate on a 162 instructional day schedule under the Concept Six option. The district extends the traditional day by 0.6 hours per day to meet the minimum amount of instructional minutes prescribed by the state over a 180 day period. Los Angeles received a special waiver from the state to operate its year-round schools in this manner.

FUNDING MECHANISMS

Budget personnel were unavailable to meet the morning the visit occured. It was not clear to the school site administrators interviewed how exactly the state YRS incentive funds were being distributed among Los Angeles' year-round schools. Each school seemed to get a "lump sum" from the YRS incentive funds received by the district beyond that which traditional schools receive. It was not clear whether or not each YRS receives the same amount of YRS incentive funds, or a variable level of funding based upon the school's enrollment. Administrators spend these funds on such activities as paying teachers to do curriculum development on their off-track periods, paying for maintenance overtime which occurs over weekends or purchasing storage containers for roving teachers.

Staffing allocations at the schools visited are based on the following teacher/student ratios: K = 1:32, 1-3 = 1:29, 4-5 = 1:34, 9-12 (academic) = 1:27, 10-12 (non-academic) = 1:35.5. Los Angeles Unified School District officials stated that costs for YRS are approximately $150 higher than for traditional students, exclusive of air conditioning costs. A comprehensive cost analysis on expenditures for YRS was not available.

INTERSESSION PROGRAMS

If a school is operated on a year-round basis, the traditional summer school schedule is eliminated. Summer schools offer remedial courses for those in need and enrichment courses for students who wish to participate. Los Angeles Unified School District offers both remedial and enrichment courses during the YRS intersession periods. At the elementary level remedial and enrichment courses are offered on the elementary school campuses. Remedial classes are also offered on junior high school campuses during intersession. Junior high school students wishing to take enrichment courses do so by being transported to schools offering particular courses. Both the junior high and elementary schools make use of "off-track tutors"-students not in school who come to the school to assist in tutoring other children. The senior high school visited offers enrichment activities for those students who wish to be transported to a high school where courses are offered. Remedial courses are not offered directly by the high school. Students required to take remedial courses are referred to the adult education evening program, which operates a center at the high school.

COURSE OFFERINGS/SPECIALIZED TEACHERS/ELECTIVES

Some complications do occur in scheduling special electives or specialized teachers in a multi-track YRS format. Electives such as fourth or fifth year foreign language are dependent upon students electing to take the course. If only one offering is available on specified tracks, this can either prevent some students from taking the course or reduce the total number of students enrolled. Singleton teachers with expertise in a specialized area such as woodshop or German, for instance, will be off-track during one part of the school year. This prevents students who are on-track during that time to benefit from their expertise. One high school's solution is to permit, on a limited basis, "track-hopping" for those students who would benefit from taking a course only offered in particular tracks. Respondents did not find the scheduling of courses to be of difficulty nor did they find scheduling complications to be different from those that occur from the traditional calendar.

EXTRACURRICULAR ACTIVITIES

There is an assumption that secondary school extracurricular activities cannot fit into a YRS schedule. This assumption was refuted by the principal of one of the four senior high schools in Los Angeles on a YRS schedule. Seasonal sports activities take place as they have in the past. Some of the student athletes actually prefer to play their sport during an off-track period in order to spend more concentrated time on both academics and athletics. School newspaper, year-book and ASB operate during all tracks. Those students who are off-track do not jeopardize leadership positions in these activities. The only place where minor problems may occur are in music programs where conductors are dependent on students to fill chairs in band or choral ensembles. Students interested in music activities either need to be scheduled in the same track or permitted to "track-hop".

PG:is

Definition of Year-Round Schools

Schools that operate on year-round calendars are able to use their school facilities for 11 to 12 months each year while groups of students rotate in and out of school. Buildings can be occupied by students for up to 252 days rather than the 180 days used on a traditional calendar. These calendars allow schools to generate up to 33% more school capacity without increasing the number of students on the campus at any given time. It is possible to generate up to 50% more school capacity; however, these plans require that the tracks overlap at times during the year. The organization for year-round schools requires students to be placed in groups known as "tracks." Each track is assigned a different schedule of school attendance and vacation. A multi-track year-round school, as used in this report, means that more than a single track is in operation during the school year. Theoretically, schools could operate on a variety of tracks; however, the following information needs to be kept in mind:

- The larger the number of attendance tracks, the more subdivisions of the student population will be required during any attendance period.
- Students in California are required to attend schools for a minimum of 180 days.
- A schedule that divides students into less than four (4) tracks requires either that the tracks have to overlap at times during the year or that a legislative waiver is granted to modify the 180 day school year.

Commonly used multi-track calendars are outlined below:

1. The 45-15 Multiple-Track Plan (or 45-15 Staggered Plan)

In this plan, students are normally divided into two to four groups of students, depending on enrollment. Students are placed in one of the groups and rotate their vacations in conjunction with other groups of students. If four tracks are established, groups A, B, C, are in school, and group D is on vacation. When D returns, A goes on vacation. The rotation continues every three weeks, thus providing for 33 per cent additional space in the school. Students follow a track schedule of nine weeks in school and three weeks on vacation. Each track has its own 45-15 schedule.

The four track plan allows an elementary school built for 750 to accommodate 1,000 students. The plan has been most commonly utilized at the elementary level. The obvious advantage of the 45-15 staggered plan is efficient usage of existing space. Of course, lack of storage space and a need for staff to share existing and available space are concerns confronting the administration of a 45-15 staggered plan.

2. The Flexible 45-15 Plan

This plan can be operated on the multiple track system. It basically has all the advantages of the 45-15 approach and the mechanics and scheduling are similar. However, the flexible plan requires that the curriculum be individualized.

2. Flexible 45-15 Plan (continued)

Students basically follow the traditional 45-15 pattern. Because the curriculum is individualized, however, a student's need to be absent from school in the middle of a nine-week block, or a student's desire for four or five weeks for vacation instead of three, or a student's experience of a long illness can be accommodated. The approach is more personalized; therefore, students and families have the flexibility of coming and going as needed.

3. The 60-20 Plan

This is a variation of the 45-15. Instead of attending school 45 days and then vacationing for 15 days, students attend for 60 days, and then vacation for 20 days. The student rotates through the year until he/she has had three 60-day terms and three 20-day vacations. The length of the 60-20 terms can be varied according to holidays. It has become a good compromise for those who want longer teaching and vacation periods.

4. The 90-30 Plan

There are two 90-day semesters, separated by a 30-day vacation period. Schools are closed during the traditional winter holiday period. Spring vacation is also incorporated into the vacation pattern. Students attending may be divided into four groups, with three of the groups attending school at any one time.

5. The CONCEPT 6 Plan

CONCEPT 6 has been used successfully at both the elementary and secondary levels. It is the best space saver of current year-round calendars, if implemented on a mandated basis. Students are divided into three groups. One group is always on vacation, thus releasing a considerable amount of space for instructional use. A high school built for 1600 can house 2400 under a mandated CONCEPT 6 Plan.

CONCEPT 6 provides for six terms of approximately 43 days each. Students attend four of the six, but attend each two of their four terms consecutively. As an illustration, Group A may begin in July; they attend 43 days; they are then joined by Group B for another 43 days. The Group C enters, but Group A, having completed its 86 days, goes on vacation for 43 days.

The plan provides for 160 or more days. In states where 175-180 days of attendance are required, the additional days can be completed by overlapping the groups on half-day sessions the first and last day of each term, or through independent study and intersession programs, and/or through creative off-campus activities. In states where the number of minutes per year can be substituted for the number of days, CONCEPT 6 can operate effectively for a maximum of 164 days a year for each track by; extending the minutes of instruction each day.

6. The Quarter Plan

The Quarter Plan divides the calendar into 4 twelve-week periods of time: fall, winter, spring, and summer. Students may select, or are assigned, to any combination of three of the four quarters. They may attend the fourth on a voluntary basis, either on or off campus, if there is a desire. The curriculum is organized so that each quarter is a separate entity. The course begins and ends each twelve-week period. In social studies and English programs, there often are a series of separate or related mini courses. In sequential subject areas the curriculum is developed in a I, II, III, IV quarter basis to complete a year of work.

7. The Flexible All-Year Plan

This plan calls for school to be open for instruction approximately 240 days per year.

To operate this plan, teachers must be willing to individualize learning. It will not work with rigid group-paced teaching. When the curriculum is individualized and this plan is adopted for approximately 240 days a year, students have three choices: (1) they may attend all 240 days if that is desirable--thus additional learning opportunities are available, although only 170-180 days are required; or (2) they may attend only the 170-180 required days but these may be spread over the 240 days that instruction is available; or (3) if a family needs or insists upon the traditional nine-month calendar, they can start by a set date in September and finish by an agreed upon date in June--175 days after they start.

8. Quinmester

The quinmester divides the school year into five parts with students having to attend four of the five periods. This calendar is most often used for grades 9 through 12. The school year may range up to 220 days with vacation periods averaging about 7 weeks.

Research indicates that the quinmester is seldom chosen as an alternative school schedule.

In a multi-track calendar each track operates as an individual school. San Diego City Schools, through the cluster process, has closed schools thought to be too small to carry on effective educational programs. Elementary schools with less than 250 students and secondary schools with less than 750 students were considered to be in this category. Using these guidelines, an elementary school should have a minimum of 1,000 students to operate a four-track year-round school. Secondary schools should have a minimum of 750 students per track on a multi-track calendar.

The following are various examples of school scheduling formats:

Jefferson County, Colorado - The district has implemented a locally designed plan called CONCEPT 6. Jefferson County's year-round school plan puts school buildings in use 252 days and divides the school year into six terms of instruction. Students attend for two consecutive 43-day terms followed by a term of vacation. The pattern repeats for the second half of the year. By having three attendance patterns of equal size, the theoretical number of students served by a specific building may be increased by fifty per cent.

Building capacity, traditional calendar = 600 students. Enrollment by track, year-round calendar: Track A = 300 students, Track B = 300 students, Track C = 300 students. Total enrollment served = 900 students.

Evaluations of the plan included these key findings:

- Academic growth in the basic skills for students in the year-round program was commensurate with that of traditional year students.
- The number and percentage of secondary students who dropped out of school in the pilot areas decreased during the two-year pilot period.
- Attendance, membership, and student transfers were not affected by the change from a traditional year to the year-round calendar.
- Student and staff morale was positive.
- The year-round calendar did accommodate multiple entrance dates and ages for kindergarten and first grade students.
- The annual per-pupil operating costs at the school level fell within the range of the same costs for the traditional year schools.
- The average electrical energy consumption per square foot was 42% greater in the year-round areas, but only 22% greater when computed on a per pupil basis.
- Nine out of ten students felt the year-round school program has a positive effect on crowded conditions in their schools.
- Vacation problems identified with the year-round school calendar were largely discounted by parents involved in the program.
- One out of three (35%) say the main asset of the year-round program is "its economy," but parents exposed to the plan were more inclined to also praise the advantages of "short term vacations," "less time lost between terms," and "smaller classes."

CONCEPT 6 became progressively difficult to implement as the number of school days in each year increases over 160.

Oxnard School District - In order to accommodate the growth in student enrollment the district initiated a multi-track year-round education (YRE) program in both the elementary and intermediate levels beginning with the 1976-77 school year. All YRE schools of the district are maintained on the 60-20 plan, with four staggered YRE tracks, plus a fifth track offering the traditional school year calendar.

When all students enrolled in a school are scheduled into YRE tracks, the school then has the potential to approach a 100% use efficiency. For each unit of three seats occupied by students in a traditional (September through June) school year, four students can share those same seats in the YRE program. Stated another way, a school with a traditional year student capacity of 750 students may enroll 1,000 YRE students with no more than 750 students in attendance at any time and with no reduction in the length of school day or total days of instruction within a school year.

Evaluation of the program has shown the following:

- In general, YRE has been extremely well accepted by parents, students, and the staff of the Oxnard School District. The program, among its many financial and educational advantages, has made it possible for the district to present an educational program with maximum financial economy during a time when many school districts are experiencing hard times. YRE is one of the major factors which has contributed to the relatively secure fiscal condition of the Oxnard School District without compromising the quality of its educational program.

The Orchard Plan - The assembly office of research developed a briefing paper, dated September 1986, proposing a new way of delivering K-6 education. The plan has three major features:

- Increased school capacity. Students are divided into five tracks. Four tracks are in attendance at a time and one track is on vacation. The schedule is 60 days in attendance followed by 15 days vacation. All students share a common four-week summer vacation and the traditional winter and spring break.

- Longer teacher year resulting in higher teacher salaries.

- Restructuring of schools to invite educational innovation.

The proposal states four areas where the cost effectiveness can be measured; 1) capital costs, 2) teacher compensation, 3) operating costs, and 4) transitional costs.

RIA:ms

j/yrsl-5

SAN DIEGO CITY SCHOOLS
Educational Services Division

MULTI-TRACK YEAR-ROUND SCHOOL POLICY ANALYSIS

October 31, 1986

Issue/Concern

How will educational programs be affected by a change from traditional scheduling to a multi-track year-round school?

Methodology

1. Review of:
    a. "Year-Round Education and Academic Achievement in the Oxnard School District"
    b. "Cost Analysis of Year-Round Education in the Oxnard School District"
    c. "Year-Round Education Resource Guidebook," San Diego County Office of Education
    d. "Year-Round School: Some Constraints to Consider," THRUST, October 1986
    e. Various newspaper articles
2. Presentation by Charles Ballinger, October 24, 1986.
3. Interview with Howard Stofer, vice principal, who wrote his master's thesis on year-round schools.
4. Discussion at meeting of Secondary English Department Chairpersons, October 22, 1986.
5. Discussions among central office staffs of Educational Services Division.
6. Reports from directors of Educational Services Division departments.
7. Reports from curriculum program managers in the Basic Education Department.
8. Discussion at meetings of Mathematics Textbook Adoption Committee, October 1986.
9. Discussion at meeting of Science Textbook Adoption Committee, October 1986.
10. Discussion at meeting of K-12 Science Study Committee, October 1986.
11. Random survey of fine arts teachers, October 1986.
12. Report from Paul Jenkins, AGP teacher.
13. Interviews with personnel in Los Angeles Unified School District.

Findings/Discussion

1. The educational impact is most positive at the elementary level, most negative at the senior high level (1, 2, 13)*

2. There is some evidence of a positive impact on academic achievement in elementary school. (1A, 1B, 1C, 2)

3. Staff development activities must be offered twice so all teachers/administrators can attend. (6, 12)

4. Additional staffing or extension of contracts to 11 or 12 months would be required for:

   a. Curriculum Resource Teachers
   b. Curriculum Coordinators
   c. District Counselors
   d. Librarians
   e. Textbook Clerks and Aides
   f. IMC Supervisor, Clerks and Typists
   g. IMC Resource Librarians, Cataloger and Clerk

5. There would be a major impact on the scheduling and/or the continuation of singleton secondary courses:

   a. 47 Business Education Courses
   b. 59 Industrial Arts Courses
   c. 73 Consumer and Family Study Courses
   d. 16 Computer Courses
   e. 124 Advanced Placement Courses
   f. Numerous singleton courses in other areas. (3, 4, 5, 6, 7, 8, 9, 10, 11, and 13)

6. There would be a major impact on the scheduling and/or the continuation of secondary courses taught by only one teacher at a campus:

   a. 19 Business Teachers
   b. 20 Consumer and Family Study Teachers
   c. 5 Industrial Arts Teachers
   d. 19 Computer Teachers
   e. 32 Advanced Placement Teachers
   f. Numerous teachers in other subject areas. (3, 4, 5, 6, 7, 8, 9, 10, 11, and 13)

7. There would be a major impact on providing programs for LEP students. Spreading LEP students throughout three or four tracks would make it difficult to have the number needed to operate a program. (6)

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*Refers to numbers in section on methodology

8. The rehearsal and performance schedules of music classes would be disrupted. (2, 7, 11)

9. Courses that work towards externally determined examination dates (Advanced Placement, Achievement Examinations) would have covered more or less material depending on the schedule. (6)

10. Programs requiring specially credentialed teachers would be limited to times when such teachers are on duty. GATE certification is required for many GATE programs. Vocational Education Act and Regional Occupational Programs require properly credentialed teachers. (6, 13)

11. The use of community sites for four ROP courses would need to be renegotiated for a year-round program. (6)

12. Several programs would require significant changes for year-round operation: (6, 7)

    a. Promotion/Retention (dates for at-risk, retention and use of summer school)
    b. Mandated medical programs (Screening would need to be done at least twice a year.)
    c. Textbook issue (Would be an almost continuous process.)
    d. Debt clearance (Would be an almost continuous process.)
    e. Conducting textbook pilots (Pilot can not be on track that starts before September in year-round schools.)
    f. Participation on textbook adoption committees (Would be limited to teachers in one track because of availability for meetings.)

13. Additional materials will be needed: (6, 7)

    a. Science/Health Kits for K-6
    b. Textbooks for courses that are now taught as back-to-back semesters so that only one book for every two students is needed.
    c. Warehouse furniture and supplies for textbook distribution facility.

14. Additional facilities and equipment will be needed:

    a. Warehouse space for textbook receipt, processing and distribution.
    b. Industrial arts machines so that maintenance can be done while school is in session.
    c. Air conditioning, especially for rooms with heat-producing equipment (e.g., computers and graphic arts). (2, 3, 4, 5, 6, 9, 13)

15. The year-round school calendar should start no earlier than the existing traditional school calendar, grades K-12, in order to allow sufficient lead time to:

    a. Purchase, process and distribute textbooks for new adoptions.
    b. Develop and produce district-developed support materials for new text-

book adoptions and for other instructional programs such as AGP, Second Language Education, etc.

c. Purchase, process and catalog IMC support materials (films, media, library books) to support new adoptions.

16. Science laboratories will be used many more days at schools that do not presently have summer school and a few more days at schools with summer schools. This will save some money for remodeling classrooms. (7, 10)

17. Art, dance and drama teachers feel their subjects can be taught successfully in a year-round schedule. (11)

18. Secondary science and math teachers think that review will be required at the start of each session, much as review is now required after the winter holiday of two weeks. Since many secondary courses do not build sequentially on the previous year's course, they are not concerned about learning loss over the summer. (7, 8, 9, 10)

19. English department chairs are divided about the impact on secondary English. Many cite advantages of more frequent vacations. Others feel continuity would be lost. Most think the summer vacation causes learning loss in language skills. (4)

20. A year-round school calendar with short (three-week) intersessions makes it difficult to offer high school graduation credit courses. (5, 7)

21. Teacher/writers of curriculum materials, who are now available for an extended period in the summer, would be available only for short periods of time. Their vacation time could be a better time for writing. (7)

22. The participation of vocational education students in organizations (DECA, FBLA, FHA-HERO) which is an important part of instruction would be more difficult. (6)

Preliminary Analysis

The educational impact of year-round school is most positive for elementary schools and when it is implemented in only a small percentage of the district schools. This district is now at a point where services to year-round schools during the summer are already inadequate because so many of the Educational Services Division staff are on 10-month contracts. Any additional year-round schools at the elementary level will require additional staffing or the lack of services will seriously impair the programs. These services include not only curriculum personnel, but also such basic needs as textbook purchase and delivery, A-V materials, library services, and district counselors, all of which affect the educational program. To expand some services, such as textbook processing, will require not only additional staff, but also a warehouse facility, furniture and supplies.

The impact on the secondary education program is considerably less certain. There is no evidence of improved achievement at this level and many aspects of Most important are the number of programs, such as Second Language Education, and of individual courses or courses taught by a single teacher that are affected by the number of students enrolled. These courses and programs already are in jeopardy at schools with 1,500 or less students. Any reduction in enrollment could cause cancellation.

Year-round secondary schools would have a major effect on textbook and library services because secondary school students use more books, the books are much larger than elementary books and the library services needed are much greater. The cost of providing such services on a year-round basis would be similarly great. To require textbook services on a calendar with schools beginning before September would be particularly difficult.

Although some teachers, such as art teachers, are enthusiastic about the prospect of year-round schools, others are negative. Science teachers, especially, worry about the effect of several vacations during their school year. They also fear the problems of vacating a lab on a regular basis and moving to a different room when they return. The amount of equipment and supplies that are specific to a science teacher's course is considerable. They have a concern about storage space as well as the movement of expensive equipment. Industrial arts teachers often use equipment that is difficult to move, but needs periodic maintenance. Handling such equipment would be a problem.

More effective use of science labs in year-round schools would reduce the amount of money needed to finance the remodeling of classrooms into science labs. Such savings would be reduced at sites where labs are already being used in summer school programs.

It is difficult to defend a year-round school program in secondary schools based on its educational impact. If such a program is necessary, careful planning will be required to reduce the negative effects as much as possible.

KF:as

SAN DIEGO CITY SCHOOLS

H-6

EDUCATIONAL SERVICES DIVISION
Health Services Department
Health & Physical Education Program
2716 Marcy Ave., San Diego, CA 92113-2395
(619) 233-4084

20 October 1986

Memo to: Ed

From: Fred Bates

Subject: VRS Policy Analysis

The following comments are offered to the VRS Policy Analysis.

Paragraph #3 ramifications central office and support services -- HPE staff are 10 month employees. Would require eleven or twelve month contracts in order to service health, physical education, driver education, adapted p.e., and dental disease education programs.

Paragraph # 4 there is a distinict possibility that additional monies would have to be put into health education kits which are rotated to the various schools. This would be a one time cost and is not considered to be a major constraint.
Paragraph # 8 same as #4 above.

These seem to be the most obivious impact from this unit's support position.

SAN DIEGO CITY SCHOOLS

EDUCATIONAL SERVICES DIVISION
HEALTH SERVICES DEPARTMENT
2716 Marcy Ave. San Diego, CA 92113-2396
(619) 233-8861

DATE October 20, 1986

MEMO TO Fletcher

FROM Beck

SUBJECT MULTI-TRACK YRS SCHEDULE:
IMPACT ON SCHOOL
NURSING SERVICES

School Nursing Services

Multi-track year-round schools require 12 month school nurse staffing. Based on the formula for school nurse allocation this would be estimated at one (1) school nurse per 1785 students. Present staffing is on a 10 month contract - 12 month staffing would require an additional 2 months of nursing service.

Cost Estimate $ 3,213.00/month/1,785 enrolled students

Otology/Ophthalmology School Clinic

Additional services needed for students attending school during July and August.

At present these medical resources are not available for students identified during the mandated school screening as having hearing or vision problems.

Cost Estimate $ 22,573/month

Resource Nurse Staffing

One (1) resource nurse position increased to the 184 + 24 days contract (11Y) is needed to maintain central support and provide planning and support for health programs.

Cost Estimate $ 4,191.00

Medical Supplies

Additional medical supplies would be needed to provide first aid and care to students on a 12 month basis. School health offices would remain open an additional 2 months which would require additional medical supplies.

Based on present allocation of funds (which are inadequate), this could be estimated at .25/student.

Designated Instruction and Services (Special Education)

Additional nurse coverage to provide specialized physical health care procedures for students during July and August.

The Special Education Department would need to be consulted for this coverage and budget support for same.

JB:gw

# 13 YRS SCHD

H-9

SAN DIEGO CITY SCHOOLS

EDUCATIONAL SERVICES DIVISION
EDUCATION CENTER | 4100 Normal Street

DATE October 23, 1986

MEMO TO Lochtefeld

FROM Reese

SUBJECT VOCATIONAL EDUCATION & APPLIED ARTS DEPARTMENT RESPONSE TO YEAR-ROUND SCHOOL POLICY ANALYSIS

For the reasons listed below, it is anticipated that implementation of a multi-track year-round school (YRS) at the secondary school level would have a deleterious effect on administrative and support services provided by the Vocational Education and Applied Arts Department:

- All department resource teachers are ten-month employees. As there is only one resource teacher per subject area, staggered staffing to maintain resource assistance to all subject areas is not possible.
- All department resource teachers (except for computer education) are categorically funded. If enrollments in vocational and Regional Occupational Program (ROP) courses decline under the multi-track YRS as anticipated, funding for the resource teachers would be terminated--severely limiting services to all vocational teachers and sites.
- In order to maintain the current level of services provided by the department, additional staff would be required for each subject area, or existing ten-month staff would have to work a longer work year. (NOTE: Categorical funding is not available to pay vocational education resource teachers to work more than ten months.)
- Administrative staff (consisting of one manager for each subject area) currently take vacations during summer months when schools are closed. Maintaining the present level of services for a multi-track YRS without additional staff would not be possible.

- Curriculum writing for new course development, updating, and/or revisions is typically accomplished during summer months when teachers are off duty and interested in earning supplementary pay. It is anticipated that far fewer teachers would agree to accept such assignments under as multi-track YRS.

- Teacher inservice training and all staff development activities would be greatly complicated as only three-fourths of subject area teachers would be on duty at any one time.

SR:jh

Date: Oct 22, 1986 Registered: Yes H-11

Time 03:16:43 AM

To: MARY MILLER, SYSF

For: DAN LOCHTEFELD

From: SUE SCHLUSSEL, SYSF

Subject: IMPACT OF YEAR-ROUND SCHEDULING ON COUNSELING SERVICES

Attach:

Copies: SUE SCHLUSSEL, SYSF

For: CAROLYN MORRIS

Message:

1. Year-round four-track schedules present problems of calendar scheduling and coordinating services with other support staff if they work on different tracks.

2. District counselors will have to work out various work schedules which will allows them to provide services for most students throughout the year and will enable them to work no more than 184 days per year. (There will be periods of time when there will be no services provided.) Counselors may have to work on extended year contracts.

3. Coordination of inservice workshops and meetings will be more difficult if some schools are on year-round and some are on a traditional schedule. Additional sessions will have to be conducted.

4. A district counselor cannot have one traditional and one year-round school. It is also difficult if a district counselor has to be assigned to a year-round school. Scheduling and making the assignments come out in nice packages may become more difficult which could result in use of more part-time hourly persons to cover some schools.

5. At the secondary level it would be necessary to assign one or more inschool counselor to each track which means that there will be no time when all counselors could meet together. Counselors may need to work on an eleven or twelve month contract.

6. As more schools are operational year-round administrative staff will have less planning time. (We have found that even increased summer school sessions bring about additional needs for counseling services to deal with child abuse, suicide threats, etc.) All clerical staff in the office would have to be considered for twelve month positions.

7. Presently many schools are unable to provide an adequate space for supportive group counseling services or private individual sessions. Hopefully, the year-round schedule would allow for more space for counseling programs; however, it is possible that all available space will be needed for classrooms and the instructional program.

cc: Fristrom

H-12

SAN DIEGO CITY SCHOOLS

EDUCATION CENTER | 4100 Normal Street

DATE: October 24, 1986

MEMO TO: Lochtefeld

FROM: Freebern KF

SUBJECT: YEAR-ROUND SCHOOL POLICY ANALYSIS--
IMPACT ON ADMINISTRATIVE AND
SUPPORT SERVICES

RECEIVED
OCT 28 1986
PLANNING DEPARTMENT
BY

1. Problem: The start of quarter one for year-round school in June, July or August does not allow sufficient lead time to:

   a. Purchase, process, and distribute textbooks for new adoptions.

   b. Develop and produce district-developed support materials for new textbook adoptions and other instructional programs such as AGP, Second Language Education, etc.

   c. Purchase, process and catalog IMC support materials (films, media, library books) for new adoptions.

Recommendation: The year-round school calendar should start no earlier than the existing traditional school calendar, grades K-12.

	1st Quarter Currently Begins	Proposed Starting Date
Track A	mid-July	mid-October
B	mid-August	mid-November
C	mid-September	no change
D	mid-October	no change

2. Problem: Several Instructional Media and Services Department staff members are currently assigned to less than 12 month positions and would be unable to provide service to teachers at multi-track year-round schools. These positions include:

   a. 1 IMC Curriculum Resource Librarian (10 month)

   b. 1 Cataloger of materials for secondary schools (11 month)

   c. 1 IMC Materials Preview Clerk (11 month)

Recommendation: Extend all Instructional Media and Services staff positions to 12 months.

3. Problem: Existing Instructional Media and Services Department staff is inadequate to provide continuous service on a year-round basis. The need to plan, prepare and present information to administrators, teachers, librarians and other site staff many additional times throughout the year rather than once or twice a year would require staffing improvements.

Recommendation: Existing staff should be upgraded or increased as follows:

a. Upgrade Library Clerk for secondary textbook service to Instructional Materials Services Clerk--IMC Textbook Services

b. Add two 12-month Clerk Typist I positions to assist with clerical tasks related to textbook service, K-12--IMC Textbook Services

c. Add one 12-month Stock Clerk to textbook service, K-12--IMC Textbook Services

d. Add one Clerk Typist II--Instructional Media and Services Department Administration

e. Add one Library Clerk to the Cataloging Unit

KF:eb

M1024.130-130.1

cc: Media Managers

SAN DIEGO CITY SCHOOLS

H-14

EDUCATIONAL SERVICES DIVISION
EXTERNAL FUNDING DEPARTMENT
JUAN BANDINI CENTER
3550 Logan Ave. San Diego CA 92113-2799

DATE October 14, 1986

MEMO TO Fristrom/Lochtefeld

NWS

FROM Shade

SUBJECT IMPACT OF YEAR-ROUND SCHOOL SCHEDULES

The creation of additional multi-track year-round programs will have no significant impact on External Funding educational programs or administrative and support operations.

Our staff and programs have been geared to year-round programs for several years. The creation of additional year-round programs, at best, will require a change of assignment for some of our resource staff from traditional 10-month scheduled to modified 10-month year-round schedules.

NWS:ca

L.YR-RD

SAN DIEGO CITY SCHOOLS
School Operations Division

Multi-Track Year-Round School Report

Issue/Concerns

What impact will year-round schools have on extracurricular activities and athletics?

Methodology

-- Reading materials written on YRS from other school districts.

-- Listening to presentations, reports and discussions at YRS Advisory Committee meetings.

-- Individual discussions with site athletic directors, coaches and ASB advisors within the San Diego City Schools.

Finding/Discussion

Any change from the "traditional" school calendar would probably put a school out of sink with the presently established athletic seasons. The seasons of sports are established, in part by the state organization (CIF) and in part by the local section (CIF-SD Section). Obviously the state and/or local seasons would not be changed to accommodate a small number of schools in the state or section that may go to some kind of year-round school. Also, with the many options to year-round schools available, I don't see that there will ever be a season calendar that would be free of conflicts for everyone.

This means that as a district, or as selected schools within our district, we will have to make some adjustments and establish some policies that will allow affected students to continue participating in athletic programs the same as they would if they were a student involved in a "traditional" school calendar.

This may mean that a student athlete may be allowed to participate on a school team even though the student may be on "vacation." The same could be allowed for other extracurricular activities such as music, drama, etc. Responsibilities of student government officers could be covered by other students or they could be allowed to return to school for specific purposes.

Other areas that may be impacted are staffing (coaches and advisors), and transportation of magnet, VEEP and special education students who may need to return to school to participate in an activity during "vacation" time.

Preliminary Analysis

It is my opinion that YRS would not have a major impact on extracurricular activities and/or athletics. Some adjustments and change would have to take place but I don't see it as anything that could not be overcome. The type of YRS school implemented would obviously determine the level of change. The primary cause for any budget increase would probably result from some changes in the areas of staffing and transportation.

From the standpoint of athletics, the least disruptive year-round school calendar appears to be the "Quarter Plan." Quarters could be aligned to match the presently established twelve week sports seasons. This would eliminate almost all of the overlap which would cause students and possibly coaches to return to school during "vacation" time to participate.

Prepared by Wayne DeBate

G YRS1-2

J-1

SAN DIEGO CITY SCHOOLS

WHITTIER CENTER | 3401 Clairemont Drive

DATE: October 29, 1986

MEMO TO: Goren

FROM: Lochtefeld Dick

SUBJECT: YEAR-ROUND SCHOOL POLICY ANALYSIS--
IMPACT ON SPECIAL EDUCATION

Attached is the multi-track year-round school policy analysis for Special Education.

DHL:mm

Attachment

SAN DIEGO CITY SCHOOLS
Educational Services Division
Special Education Department

Multi-Track Year-Round School Policy Analysis

Issue/Concern

To develop a plan to provide special education service to schools on multi-track year-round for special education students in the areas of:

1. Special Day Classes
2. Resource Specialist Program
3. Support Services
4. Designated Instruction Services (DIS)

Methodology

Parents of Special Education Students:

1. Survey to sample parents of special education students assessing the magnitude of the problem and reaction to potential year-round expansion.
   a. personal interviews with Parent Facilitators
   b. discussion with Community Advisory Committee for Special Education

Staff Members:

2. Random survey of special education staff members
   a. random survey of special education teachers, resource specialists, support staff, and DIS staff
   b. personal interviews with resource staff
   c. interviews with special education and program administrators

Findings/Discussion

1. Special Day Classes
   - All secondary special education courses could not be offered on all tracks.
   - All special education subjects/classes needed by secondary diploma-bound students could not be provided in the sequence necessary (time/semester/year).

Findings/Discussion (continued)

- Departmentalization at the secondary level would be difficult - probably impossible.

- Students requiring instruction in "Applied" courses are fewer in number which might place scheduling of courses in this strand on a lower priority than "diploma" courses.

- If spread among four tracks, special education staff would have little opportunity to interact with each other regarding students' needs, curriculum, etc.

- Students might be "tracked" for convenience in scheduling.

2. Resource Specialist Program

   - One resource specialist (elementary or secondary) cannot cover all tracks.

3. Support Services

   - Current 10 month contract personnel cannot cover all tracks on year-round school.

4. Designated Instruction Services (DIS)

   - Current 10 month contract personnel cannot cover all tracks on year-round school.

Preliminary Analysis:

1. Special Day Classes

   - In order to offer necessary/appropriate courses to special education students at each site and each track, long-range planning of the special education master schedule would be required. Further, coordination of the schedule/offerings between feeder schools (middle and junior high) and the senior high schools would be required if students are to have an opportunity to complete all required courses in a four-year span.

   - All special education students would have to be placed on one track.

   - As students are certified they would have to be moved to the track for special education students.

   - The impact on regular education teachers on this one track would be significant. There will undoubtedly be problems in mainstreaming special education students.

Preliminary Analysis: (continued)

2. Resource Specialist Program

   - Resource specialist services must be available to all certified students, regardless of the track the student is on. The availability of referral and assessment process would be required at all times. This would require either a 12 month resource specialist or multiple resource specialists at each site.

3. Support Services

   - Support services must be available to all certified students, regardless of the track the student is on. The availability of referral and assessment process would be required at all times. This would require either a 12 month person or multiple personnel at each site.

4. Designated Instruction Services (DIS)

   - Designated Instruction Services must be available to all students regardless of the track the student is on. The availability of referral and assessment process would be required at all times. This would require either a 12 month person or multiple personnel at each site.

DHL:mm

SAN DIEGO CITY SCHOOLS
Community Relations and Integration Services Division

IMPACT STATEMENTS--YEAR-ROUND SCHOOLS

INTEGRATION SUPPORT	PARTNERSHIPS IN EDUCATION	VEEP	MAGNETS	RACE/HUMAN RELATIONS
Other				
◆ Facilities in Old Town and Balboa Park will have to increase as the number of students increases. ◆ Facilities at Palomar are only available on a school year basis. Some aspects of the contract will have to be renegotiated. ◆ OCILE programs will not be able to honor individual principals' requests as is now done. ◆ Participation time must be increased at the beginning or end of year as the number of students increases. ◆ OCILE programs can continue on a 10-month schedule through 1988-89.		◆ There would be a tremendous impact on allied patterns in an attempt to align similar schools and feeder schools. Patterns would have to go to the board much earlier and monitoring of patterns and transportation would be complex. More coordination would be necessary between magnets and VEEP schools. ◆ Scheduling of information reports to the board would have to be scheduled when all schools are in session in order to get the information necessary to prepare the report and to contact schools when data are missing or incorrect. ◆ Community agency contacts with schools and fundraisers would have to be carefully planned to consider the staggered schedules of schools. In some instances, the district would be impacted by two or three campaigns instead of one. ◆ Budget planning and approval would have to take place much earlier if there were more year-round schools since the year rounds are already impacted in this manner. ◆ Dissemination of materials to sites would be impacted since deadlines would vary.		

SAN DIEGO CITY SCHOOLS
Community Relations and Integration Services Division

IMPACT STATEMENTS--YEAR-ROUND SCHOOLS

	INTEGRATION SUPPORT	PARTNERSHIPS IN EDUCATION	VEEP	MAGNETS	RACE/HUMAN RELATIONS
Pupil Attendance			◆ Exit and entry dates for VEEP would have to be determined for year-round as well as traditional. It would make enforcement a little more complicated. In addition, consideration would have to be given to the policy of "opting out" of a year-round school to the nearest traditional school.	◆ At present the year-round magnet sites experience some difficulty in recruiting students for their programs. While there may be several factors which affect recruitment, the year-round schedule clearly has an impact. Parents who might otherwise have sent their children to these programs are not willing to adjust their schedule or the schedule of older siblings to accommodate the year-round schools.	
Support from Other Divisions			◆ Not a major impact if others are on a 12-month schedule. However, bilingual and curriculum resource personnel (with 12-month contracts) would not be available to sites on staggered schedules.		
Guidance Needs			◆ Guidance summary forms may be delayed if district counselors are not on the same schedules and therefore, monthly mobility reports would be impacted. The services of the Integration Support Team would have to reflect the schedules of the schools they serve and perhaps additional staff assigned.		

SAN DI CITY SCHOOLS
Community Relations an tegration Services Division

IMPACT STATEMENTS--YEAR-ROUND SCHOOLS

INTEGRATION SUPPORT	PARTNERSHIPS IN EDUCATION	VEEP	MAGNETS	RACE/HUMAN RELATIONS
Data Systems Needs				
		◆ OCR reporting would have a variance in reporting dates from year-round to traditional. Suspension and mobility reports would vary month to month. VEEP enrollment data would not be complete until all schools had started.		
Transportation Needs				
◆ Costs not available		◆ Would be far more complicated especially for coupled schools where one is traditional and one year-round. Start and end schedules would vary each nine weeks at some schools and students changing at the semester wouldn't always match the semester end for the other school. Potentially, we would need more bus aides.		
Instructional/Program Requirements				
◆ Would have to change monitoring schedule. ◆ ABC funding would have to increase as number of students increase.	◆ Would require additional attention to beginning of the year activities.	◆ VEEP test results would not be available until after year-rounds started. Planning would be impacted. Extended Academic programs would require a different timeline for plan submission and review. Schools would need to order instructional supplies in the current year for the next fiscal year to have things to open school.	◆ A shift to year-round schools has implications for program continuity. A gradual phase in could place complimentary programs (Baker, Valencia Park, Zamorano, SCPA) at odds with each other. This scheduling dilemma would impact the ability of schools to assist and support each other and share resources.	

Community Relations **Integration Services Division**

IMPACT STATEMENTS--YEAR-ROUND SCHOOLS

	INTEGRATION SUPPORT	PARTNERSHIPS IN EDUCATION	VEEP	MAGNETS	RACE/HUMAN RELATIONS
Certificated Staffing	◆ Central Office staff adequate ◆ May require additional teachers in OCILE programs as student enrollment increases.	◆ Would require extending the work year for one resource teacher to 12 months. Additional money required: $8,000.	◆ Presently the resource teacher is on a 10-month contract. This contract would have to be modified to year-round schedule or extended over the summer. VEEP plan writing and approval would have to be approved prior to staffing, thus the timeline would have to be moved up to March or April. Since there would be staggered schedules, plans would have to be reviewed and allocated at different intervals.	◆ Magnet staff members are often a select group with a) a commitment to integration and b) a strong teaching background which supports the magnet theme. Some may opt out of their current assignment if a year-round schedule were to be implemented at their site. Replacement of key teaching/support staff could be problematic.	◆ Four facilitators now serve the 26 year-round schools and 28 children's centers. As more year-round schools are established, more facilitators will be needed to serve them. If we offer comparable services to more year-round schools, we must increase the number of year-round facilitators.
Classified Staffing		◆ Would require extending the work year for one admin. ass't. Additional cost: $4,000.	◆ Central office staff are 12 month. Schools would have to be staffed earlier if multi-track, additional IAs and TAs may be necessary as well as bus aides and hourly support.		◆ There are now three classified clerical staff assigned to the R/HR facilitators. These staff members work ten months. If year-round schools and facilitators are increased, it will become necessary to employ at least one full-time clerical person in support of the year-round facilitators. Cost: Salary for additional person for July and August, plus benefits = $4,000.
Staff Development Activities			◆ Conferences for VEEP and ASB (leadership camps) would have to be scheduled at a time when all or most schools were in session. These leadership activities may be late for schools starting in July since fall leadership camps are usually in September. In addition, monthly meetings with advisors, students, Board of Education student representatives, etc., would be difficult to schedule.		

YEAR-ROUND SCHOOL IMPACT ON PERSONNEL SERVICES DIVISION

Issue/Concern

Due to the lack of classrooms in some over-crowded areas of the school district, an estimated 20-30% of our schools will be forced to some form of multi-track, year-round operation within the next one to three years. What impact would this have on the services provided by the Personnel Services Division?

Methodology

Each department-Compensation, Personnel Administration, Staff Development & Training, Employee Relations and School Police Services-was asked to analyze the impact on its operations of a significant increase in the number of year-round schools.

Findings/Discussion

A. General - With the exception of the employee benefits section, wage and salary section, and the employee relations department, all departments reported a significant increase in work load which can only be met by increasing staff if current levels of service are to be maintained. In addition, the months of July and August currently provide a time for "catch-up-and-clear-up" and a period for scheduling employee vacations. This would be lost.

B. Specific

1. Personnel Administration (Certificated)

   a. Substitute service. Early morning (5:00 a.m.) hourly substitute calling service will have to be continued all year (currently this is suspended during the summer). It may be necessary, as well, to have continuous placement of new substitute teachers upon the active list in order to maintain a larger, viable list of substitute teachers over the summer.

   b. Applications. Continuous staffing of vacancies will have to be accomplished. This places a priority through the summer of processing applications quickly, maintaining the applicant-tracking system in a continuous state of operation and recommending applicants for vacancies throughout the summer (not only for contract positions, but for long-term substitute assignments as well).

   c. Credentials. Monitoring of assignments will have to occur in the summer. This entails telephone contacts and counseling with district teachers and administrators. The summer traditionally is an active period for review of credentials with applicants, appointment of substitute teachers and auditing records to determine whether renewal requirements have been satisified by current staff. With instructional programs occurring in the summer, more telephone contacts from district staff will occur at a time when new applicants (those just leaving teacher-training institutions and those applicants from out-of-state interested in employment with the district) are being counseled and processed.

Findings/Discussion (continued)

B. Specific

1. Personnel Administration (Certificated)

d. Reception and general clerical. The summer period traditionally is a period of heavy applicant (teacher) traffic. This includes telephone, correspondence and bodies-in-the-office. With instructional programs also occurring, added telephone and people traffic will be experienced in the office.

e. Secretarial. With more district staff working in the summer, (teachers and administrators) more telephone contacts will be experienced. This will be at a time when correspondence and telephone contacts are very heavy from applicants.

f. Managerial. Continuous staffing will be necessary for instructional programs occurring during the summer. Also monitoring of site allocations for schools in session will be required. Added contacts from district staff (teachers and administrators) will occur at a time when normally much managerial activity is directed toward summer post and bid and recruiting new teachers. Dealing with problem cases (evaluation, medical, assignments, complaints) normally does not occur in the summer.

2. Personnel Administration (Classified)

a. Staffing difficulties. Not all classified employees (school clerical, secretaries, and paraprofessional) like working in the year-round setting. This will have an impact on transfers and reassignments. Recruitment will be adversely affected because the 10-month work year is considered highly desirable by many prospective employees.

b. Testing. Test scheduling will be more difficult because of the lack of blocks of time when all employees are on duty. This will lead to complaints from employees who miss an opportunity to participate in promotional exam because they were out of town or didn't know of the exam.

3. Payroll

a. July and August would become major monthly payrolls resulting in:

1) Loss of general audit time for payroll technician

2) Loss of processing time for summer school programs at remaining traditional schools

Findings/Discussion (continued)

B. Specific

3. Payroll

b. Greater number of transfers within and to/from these schools would result in:

1) Increased volume of manual payroll calculations for monthly certificated/classified employees whose annual workdays change

2) Increase occurrence of overpayments due to long-term unpaid leaves of absence

3) Increase in volume of contract change agreements for make-up days

c. Increased substitute teacher payment processing July and August

d. Increased number of flexible work schedules to be monitored for support staff

e. Increased number of hourly payments for July and August

f. Increased number of reports to PERS and STRS for employees moving in or out of these schools

Preliminary Analysis

In order to maintain the same level of service currently provided, it is estimated that staffing levels would have to be increased as follows:

Personnel Administration (Certificated) - 2 clerical positions

Personnel Administration (Classified) - 1 clerical position

Staff Development & Training - extend 3 resource teacher positions from 10-months to 12-months

Payroll - 2 clerical positions

School Police Services - 2 School Police Officer II positions

Prepared by William S. Hoover

WSH:jg

R YRSIMPACT3

SAN DIEGO CITY SCHOOLS

Summer/Intersession School Program and Year-Round Education

Issue

In year-round education, is there a requirement or need for summer/intersession school program?

Should there be a requirement or a need established, how would the summer/intersession school program interface with year-round education?

Methodology

Reference to and study was made of an official memorandum and documents from the California State Department of Education regarding "Elementary and Secondary Summer Sessions - 1986-87" and "Plan Now for Next Summer's School! Summer School Overview" forwarded to this district in March of 1986. (See attachments)

Telephone consultation was made with the State Department of Education Summer School Program Manager, Dr. Marcelett C. Henry regarding year-round schooling and secondary summer intersession school programs.

Findings/Discussion

A. ELEMENTARY GRADES K-6

There is no requirement on the part of the law, Education Code or Administrative Code that summer/intersession school programs be offered at the elementary level. Programs for elementary grades are permissive and based on district application with approval of the local Board as well as State Board of Education approval.

Approval for year-round programs is given as long as the school sites with their respective intersession periods are identified and a minimum of twenty days of instruction are made available to the same group of students. The normal expectation is thirty days of instruction.

A limitation or "cap" exists on the number of students in the district who can be served with State funds. Reimbursement is granted for five percent (5%) of the district's total student population of the previous year. For 1986, this translated roughly into nine thousand (9,000) student full time equivalents (four hours of instruction daily). Six thousand (6,000) student FTE's were allocated to the elementary traditional and year-round schools, grades two through six, with 3,000 given to each grouping. The district can choose to serve more students beyond the 5% cap, but would so with district resources.

The state-funded program is called Academic Core and is primarily remedial in nature in this district. Three hours of daily reinforcement of the basic skills in reading, language arts and mathematics as well as one hour of fine arts is offered to students whose reading achievement score falls in quartiles one or two. For students in traditional schools, this instruction occurs for thirty days during the summer from the latter week(s) of June through July. For students in year-round schools, the thirty days is divided into three sessions of ten days' duration which coincide with the vacation intersessions. In the one four-track school we currently operate, each track offers the same cycle of three ten days' instruction during its vacation intersession.

While the state does not require summer/intersession programs for elementary students, as part of the implementation of the district's Promotion/Retention Policy, a school prinicpal may place in the student's intervention plan a proviso to attend summer/intersession school. The number of students recommended for attendance at summer/intersession school may grow more than the 7.5% increase that occurred from 1985 to 1986.

B. SECONDARY GRADES 7-12

1. Graduating High School Seniors

Program Requirement
Education Code Section 41976.5(b) states:

Commencing with the summer of 1980 and each year thereafter, each school district or county superintendent of schools receiving apportionments from Section A of the State School Fund shall offer summer programs for graduating high school seniors in need of courses for graduation prior to September of that calendar year.

2. District Proficiency Requirement, Grades 7-12

Education Code Section 37252(a) states:

(a) The governing board of each district maintaining any or all of grades 7 to 12, inclusive, shall offer summer school instructional programs for pupils enrolled in grades 7 to 12, inclusive, who were assessed as not meeting the district's adopted standards of proficiency in basic skills pursuant to Article 2.5 (commencing with Section 51215) of Chapter 2 of Part 28.

Summer school proficiency course work must be offered to students who have been enrolled in grades 7-12 during the 1986-87 school year, and who have failed to meet district proficiency standards. When a student fails to meet the district standards of proficiency, the school or district last instructing the student should provide the required summer school.

Should the district move to year-round schools for secondary students, opportunity to make up credits or proficiencies must be offered to students who failed such. The 45-15 plan does not lend itself to offer sufficient clock/seat time to earn credit for secondary course offerings if one considers a repetition of the failed course. It is possible for the district to determine specific standards, proficiencies, portions, content-matter that must be mastered and grant credit upon successful completion within a certain time frame.

Dr. Marcelett Henry could think of only one or two districts in the state which had secondary year-round schools and vaguely recalled they used Concept 6 and/or the 60-20 Plan.

3. Eleventh Graders

Districts may offer 11th graders summer session classes in the event they are unable to graduate with their class due to their inability to repeat a class requirement for graduation in the next regular school year. (Education Code Section 42238.6(a)(2))

While not a strict requirement, the state strongly encourages districts to offer such courses. In the summer of 1986, 1,197 11th grade students availed themselves of this opportunity. As of May 30, 1986 Pupil Accounting reported a district total of 7,070 11th grade students--thus, 17% went to summer school to maintain class standing.

4. Academic Core Program Grades 7-11

This is the program that is under the 5% cap for state reimbursement. Roughly 3,000 student FTE's are allocated for both the remedial and enrichment portions.

a. Remedial

At present, only grades 9 and 10 are served under this portion. Grades 7 and 8 are served under the required proficiency standards and therefore have no limitation on the number that can be served with state funds. During the summer of 1986, 346 students participated in the academic core remedial program.

b. Enrichment

Courses that are offered in this program are for grades 7 through 11 which are taken to fulfill requirements in social studies and science. This gives students flexibility in the selection of courses. This past spring, over three thousand (3,000) applications were submitted district-wide for an originally projected fourteen hundred (1,400) FTE's. Two thousand eight hundred fifty (2,850) students were enrolled in these courses that were held four hours daily for seven weeks for a total of one hundred forty (140) hours of instruction.

Preliminary Analysis

There appears to be no structural or organizational problem in offering summer/intersession programs on the elementary level. There is, however, a problem in the limitation or cap on the number of students that may be served should the district rely solely on state funds.

On the secondary level, the district is required to offer make up courses for twelfth graders and for students in grades 7 through 11 who need to pass district proficiencies. There would be a need to establish in what manner these requirements would be offered and how students could fulfill them within an acceptable time frame.

Further, there would be a need to thoroughly discuss the feasibility of offering academic core enrichment program courses within the time constraints of the year-round schedule that would be adopted.

PAM:slb

Y.YRED1/4

CALIFORNIA STATE DEPARTMENT OF EDUCATION **Bill Honig**
721 Capitol Mall Superintendent
Sacramento, CA 95814-4785 of Public Instruction

M-5

March 7, 1986

TO: County Superintendents
District Superintendents

FROM: Xavier Del Buono, Deputy Superintendent
Specialized Programs Branch

SUBJECT: ELEMENTARY AND SECONDARY SUMMER SESSIONS - 1986-87

This memorandum and accompanying information are provided in accordance with California Education Code Sections 51730, 37250, 37252, 42239 and California Administrative Code, Title 5, Section 11471. The attached information, application form, and end-of-the-year Summer School Report/Survey are to be used in the establishment and maintenance of all elementary and secondary summer school sessions in 1986.

Please submit the summer school application in TRIPLICATE on or before May 1, 1986, to:

Dr. Marcelett C. Henry
Supplementary Student Program Services
State Department of Education
P. O. Box 944272
Sacramento, CA 94244-2720
(916) 324-6609

State supported summer school programs are available for pupils in grades 7-12 who need remediation in meeting the district's standards of proficiency, 12th graders in need of credits for graduation, 11th graders who need to repeat a course and cannot take that course the next regular school year, and certain other programs; i.e. year-round intersession, special education extended year programs, and other programs. State supported summer school programs are authorized in Mathematics, Science, and other core academic areas (Social Science/History, English/Language Arts, Foreign Language, Fine Arts, Computer Education) as designated by the Superintendent of Public Instruction.

Summer school maximum hours of attendance for apportionment purposes for Mathematics, Science, and/or other core academic areas shall be equal to 5 percent of the district's total enrollment for the prior fiscal year times 120 hours. A district may enroll more than 5 percent of its students or may enroll students for more than 120 hours per year in summer school programs as long as the total apportionment funding to the district does not exceed the amount computed at 5 percent of the district's total enrollment times 120 hours at the prevailing hourly rate.

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It is the intent of the Superintendent of Public Instruction and the Legislature to provide flexibility in the establishment and operation of summer sessions. Exemptions to existing guidelines may be granted upon request, when a justifiable explanation is submitted pursuant to the intent of current legislation, California Administrative Code, Title 5, Section 11474, and principles of effective school operations.

This memorandum and information packet reflects existing laws and regulations governing summer school programs and their funds. Should legislation be enacted which change these laws or regulations, we will advise you promptly.

MCH/clh

Attachments

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Specialized Programs Branch
Sacramento, California 95814

MANDATED SUMMER SCHOOL OFFERINGS

A. GRADUATING HIGH SCHOOL SENIORS

Program Requirement
Education Code Section 41976.5(b) states:

Commencing with the summer of 1980 and each year thereafter, each school district or county superintendent of schools receiving apportionments from Section A of the State School Fund shall offer summer programs for graduating high school seniors in need of courses for graduation prior to September of that calendar year.

Education Code Section 37252(b) states:

The summer school programs (district proficiency course work) *shall also be offered to pupils who were enrolled in grade 12 during the prior school year after the completion of grade 12, and upon the successful completion of the summer program, these pupils may be reassessed for purposes of meeting the district's standards of proficiency.*

B. DISTRICT PROFICIENCY REQUIREMENT

Education Code Section 37252(a) states:

(a) The governing board of each district maintaining any or all of grades 7 to 12, inclusive, shall offer summer school instructional programs for pupils enrolled in grades 7 to 12, inclusive, who were assessed as not meeting the district's adopted standards of proficiency in basic skills pursuant to Article 2.5 (commencing with Section 51215) of Chapter 2 of Part 28.

Summer school proficiency course work must be offered to students who have been enrolled in grades 7-12 during the 1986-87 school year, and who have failed to meet district proficiency standards. When a student fails to meet the district standards of proficiency, the school or district last instructing the student should provide the required summer school.

Students in the 6th grade during the 1986-87 school year could not have been assessed as seventh graders not meeting district standards of proficiency; therefore, they are not to be considered as seventh graders for the purpose of claiming summer session apportionment under this provision.

Students are not required by state law to take the proficiency tests every year. If seventh graders (or any higher grade level) were not tested this year, you may look to the last proficiency assessment of the student and then check to see if they have yet to meet the district standards at this time.

K-8 and 9-12 districts should coordinate both the respective proficiency standards and testing procedures of each district to ensure that students sustain continuous progress toward the meeting of these standards. Problems of size may make it necessary for districts to seek optional administrative arrangements, such as interdistrict transfer agreements and independent study.

C. SPECIAL EDUCATION

41976.5. (a) Each school district or county superintendent of schools providing services in summer school programs for substantially handicapped persons in the 1977-78 school year shall continue in the 1980-81 fiscal year and each fiscal year thereafter to offer these programs.

Program Requirement

Extended year services are mandated for each individual with special needs whose IEP states that he or she has such a need for a minimum of 20 days excluding holidays CAC, Title V, Section 3043(d). Provisions for funding extended school year are found in Education Code Section 56726. The summer school provisions of SB 813 and AB 2224 do not apply to Special Education.

MEALS FOR PUPILS ENROLLED IN SUMMER SCHOOL

Pursuant to Education Code Section 49550 and California Administrative Code, Title 5, Article 2, Section 15510, public school districts and county superintendents of schools that operate summer school instructional programs of 240 minutes or more must provide nutritionally adequate meals for needy pupils.

These code sections refer to the State Meal Mandate, and are applicable whether or not a school participates in the National School Lunch Program (NSLP). The State Meal Mandate has specific student eligibility and meal requirements which are based on the National School Lunch Program requirements. Needy pupils are those whose household income and size would qualify them for free or reduced price meals. A nutritionally adequate meal is defined in Education Code Section 49553 and California Administrative Code, Title 5, Article 4, Section 15558.

In order for a school to receive National School Lunch Program reimbursement during the summer, the district or county superintendent of schools must have a NSLP agreement and must make nutritionally adequate meals available to all students. Districts and county superintendents of schools that have only a State Meal Program agreement may receive State Meal Program reimbursement for nutritionally adequate meals served to the needy. The meal may be hot or cold, a bag or box lunch, traditional tray lunch, or a brunch, as long as all components of a nutritionally adequate meal are present in the appropriate amounts.

If needy students do not attend summer school or do not want a meal, the State Meal Mandate does not apply. School districts and county superintendents of schools must, however, notify all parents that meals to needy students will be available, and have documentation which indicates that no applications for free or reduced price meals were filed with the district.

Districts and county superintendents of schools that do not wish to provide meals during summer school must obtain a waiver of the State Meal Mandate prior to the beginning of summer school. Procedures and forms for applying for a waiver are included in the "Update on Waivers Submitted Under the General Waiver Authority of Education Code Sections 33050-53" packet, revised January, 1986, which was recently sent to all county and district superintendents. Additional copies of this packet may be obtained by calling the Management Systems Development Unit at (916) 324-0402.

Districts and county superintendents of schools are encouraged to work with their food service directors in preparing their waiver requests. In order for the State Department of Education to evaluate requests for waivers, each request must provide answers to the following questions:

- What is the proposed ending time of the summer school day?
- What is the expected enrollment for summer school?
- Of the expected summer school enrollment, what is the estimated percentage of needy students?
- Of the regular school year enrollment, what is the percentage of needy students?
- If meals are provided during summer school, will this result in a financial loss?
- If the response to the above question is yes, state the anticipated financial loss for the entire summer school session.

  If the response to the above question is no, state the reasons for requesting a waiver.

For further information about the State Meal Mandate, please contact the School Nutrition Program Unit, Office of Child Nutrition Services, 721 Capitol Mall, Sacramento, CA 95814, (916) 445-0850 or Toll Free (800) 952-5609.

FINANCING OF GRADUATING HIGH SCHOOL SENIORS, DISTRICT PROFICIENCY STUDENTS AND "CORE" ACADEMIC AREAS

Education Code Section 42239 states:

For the 1984-85 fiscal year and each fiscal year thereafter, the county superintendent shall compute an amount for each school district's summer school attendance in the following manner:

(a) Divide the amount received on account of average daily attendance pursuant to Section 42238.6 in the 1983-84 fiscal year by the 1983-84 fiscal year hours of attendance. This amount shall be increased annually by the percentage increase granted to school districts for base revenue limit increases.

(b) Multiply the amount computed in subdivision (a) by the lesser of the 1983-84 fiscal year hours of summer school attendance or the actual fiscal year hours of summer school attendance computed pursuant to paragraph (1) of subdivision (d).

(c) If the fiscal year hours of summer school attendance computed pursuant to subdivision (d) exceed the hours of summer school attendance specified in subdivision (b), multiply the increased hours by one dollar and fifty cents ($1.50). This amount shall be increased annually by the percentage increase granted to school districts for base revenue limit increases.

(d) Commencing in the 1984-85 fiscal year, summer school attendance shall be the sum of paragraphs (1) and (2):

(1) The hours of attendance in the categories identified in Section 42238.6 as it read in the 1983-84 fiscal year.

(2) Any summer school hours of attendance for mathematics, science, or other core academic areas designated by the Superintendent of Public Instruction.

(e) (1) A school district's maximum entitlement for reimbursement for pupil attendance in summer school programs offered pursuant to paragraph (2) of subdivision (d) shall be an amount equal to 5 percent of the district's total enrollment for the prior fiscal year times 120 hours, times the hourly rate for the current fiscal year determined pursuant to subdivision (c).

(2) A district may enroll more than 5 percent of its students, or may enroll students for more than 120 hours per year in summer school programs offered pursuant to paragraph (2) of subdivision (d), as long as the total state apportionment to the district for those programs does not exceed the amount computed pursuant to paragraph (1). A district shall earn its entitlement at the per pupil hourly rate pursuant to subdivision (c).

* Districts may claim hours for:

1. Graduating seniors,
2. Pupils not meeting proficiency standards, (grades 7-12 inclusive),
3. Eleventh graders who need a class not provided the following year,
4. Intersession ADA in Year-Round schools meeting criteria above stated, and
5. Mathematics, Science and other "Core" academic areas designated by the Superintendent of Public Instruction.

OTHER SUMMER SCHOOL OFFERINGS

In addition to the core academic areas which are specified by the Superintendent of Public Instruction that are strongly encouraged, but are not mandatory, the following options are cited:

A. HIGH SCHOOL, 11th GRADERS

Program Requirement

Districts may offer 11th graders summer session classes in the event they are unable to graduate with their class due to their inability to repeat a class requirement for graduation in the next regular school year. (Education Code Section 42238.6 (a)(2)

B. DRIVER TRAINING (BEHIND-THE-WHEEL)

Program Requirement

Time and credit requirements must follow California Education Code Section 51852. (See Item Numbers 15 and 16.)

C. ELIGIBLE COMPENSATORY EDUCATION STUDENTS (INCLUDING MIGRANT STUDENTS, K-6)

State Compensatory Education Funds (Economic Impact Aid--EIA; Education Consolidation and Improvement Act, Chapter 1, carryover funds may be used. NOTE: The federal/state funds may be used only to provide instruction that supplements what other summer school students receive and may not be used solely for the purpose of meeting State legislated mandates. (See Item No. 20.)

D. LIMITED-ENGLISH PROFICIENT (LEP) STUDENTS, K-12

Economic Impact Aid (EIA) funds are available and generated by a formula based on the number of Limited-English Proficient students. These funds are supplementary to existing program offerings. (See Item No. 20.)

E. IMMIGRANT EDUCATION, K-12

The Emergency Immigrant Education Assistance funds are to be used in addition to state and local funds that are being used for the education of immigrant students. (See Item No. 20.)

F. DISTRICT-INITIATED COURSE WORK

Except as noted herein, all summer session offerings are funded at local district expense.

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CALIFORNIA STATE DEPARTMENT OF EDUCATION
Specialized Programs Branch
Sacramento, California 95814

REQUIREMENTS FOR THE ESTABLISHMENT OF SUMMER SCHOOL

1.	AUTHORIZATION	Summer sessions are maintained in accordance with the rules and regulations of the State Board of Education and with prior written approval of the Superintendent of Public Instruction (Education Code Sections 51730-51731, 37250, 37252, 42239 and California Administrative Code, Title 5, Sections 11471—11475. Information concerning specific program approval and departmental unit responsibilities is contained under the appropriate program heading (Item 20).
2.	TUITION FOR SUMMER SCHOOLS	The State Board of Education, in action taken at its January 1981 regularly-scheduled meeting, reaffirmed its present regulatory prohibition against fees, tuition, or other charges not specifically authorized by law. The regulatory requirement is contained in California Administrative Code, Title 5, Section 350. Hence, a tuition charge for summer school is prohibited.
3.	CONTRACTING-OUT OF SUMMER SCHOOLS	The California Constitution, Section 6, Article IX, prohibits a school district from transferring, directly or indirectly, any part of the public school system, or the placing of any part of the public school system under the jurisdiction of any authority other than a public school authority.
4.	APPLICATION	The application should be received in the Department by May 1 (California Administrative Code, Title 5, Section 11471). It is to be submitted in triplicate. When approved, one copy shall be returned to the district and one to the county superintendent. Only one application is required per school district. Individual schools in which classes are to be held, as well as titles of courses, need not be listed. If a year-round school is operating a summer session, please identify the year-round school (Item 8) and the specific summer school schedule at that school.
5.	CANCELLATION OF SUMMER SESSION	If your district has received an approval to conduct a session and later finds that it cannot do so, please forward a letter communicating this fact (and the reason therefore) to the State Department of Education.*

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*If the district did not have 12th graders who were deficient in graduation credit or did not avail themselves of the opportunity for summer course work, an accompanying letter should explain the specific circumstances. This is necessary for audit purposes.

6. YEAR-END REPORT

With the enclosed summer school application, you will find a year-end summer school report titled SUMMER SCHOOL REPORT/SURVEY - 1986 (YEAR-END REPORT OF ENROLLMENTS). This report is due August 31, 1986, in the Specialized Program Branch, Summer School Office. The specifics of address are contained in the upper right-hand corner of the form. Instructions for the completion of this report are listed below.

Item 1 - enrollment refers to the total number of students attending (for any designated period of time) summer school proficiency classes and "core academic" areas at given grade levels.

Item 2 - identify total number of students for core academic course work with R, E or A (defined below).

Definitions:

remediation - the improvement of various skill levels (excludes district proficiency standards).

enrichment - the expansion of the depth of treatment and/or an increase in variety of subjects.

acceleration- a speeded-up educational process - example, progress from grade to grade, early completion of a course of study, earlier completion of graduation requirements than normal.

7. ELIGIBLE COURSES/ PROGRAMS

A summer session shall include only the courses/programs: (a) authorized by appropriate authority and (b) for which a course of study has been approved. Further, it is required that the course/program be: (c) instructional in nature - not recreational; (d) taught and supervised by an appropriately credentialed instructor; and (e) open to all who wish to enroll (male and female, athlete and nonathlete, etc.), unless existing law established other eligibility requirements. This applies particularly to courses in physical education, art, music, field trips, etc.

Enrollment in summer school programs for mathematics, science, computer education and/or other core academic areas designated by the Superintendent of Public Instruction may exceed 5 percent of the district's total enrollment. However, the district entitlement for reimbursement shall be based on 5% of the district's total enrollment. Data from the CBED report will be used to determine the district's enrollment.

8. INTERSESSIONS YEAR-ROUND EDUCATION

School districts which utilize a year-round school plan in all or part of the schools of the district should file a request for approval of intersessions on the same form used in applying for summer session approval. Identification of the summer

8. (cont'd)

school schedule at that school is requested. Intersessions, for example, in the 45/15 staggered and the 45/15 block program, constitute a summer session and hence must comply with Section 11474 of the California Administrative Code, Title 5, relating to minimum time per day and minimum number of days during the year. Each district should indicate the number of teaching days each student will be able to enroll during intersessions at the specific school holding summer session. (All students in elementary intersessions shall have no less than a total of 20 days available, and all students in secondary intersessions shall have no less than a total of 30 days available for enrollment.) Intersessions scheduled during June, July, and August are also considered summer sessions.

9. COMMUNITY SERVICE CLASSES

It is the Department's opinion that community service classes cannot be used as summer schools for regular K-12 students.

10. COURSE CONTENT

Courses taught during the regular term as well as the summer session must be of the same level of difficulty.

11. TEACHERS

All classes must be taught by teachers appropriately credentialed for the subjects and grade levels to which they are assigned (Education Code Sections 44830 and 44831).

12. TRAVEL AND FEES

While the summer session permits a greater degree of flexibility and more off-campus activities than the regular school year, districts are limited to such travel as is specifically authorized in the Education Code and are prohibited from charging any fee which is not specifically authorized in the Education Code (Education Code Section 35330).

13. DURATION

Summer sessions shall meet the following minimum time requirements (California Administrative Code, Title 5, Section 11474).

Kindergarten:	Not less than 180 minutes per day, for not less than 20 teaching days.
Elementary: (Grades 1-8)	Not less than 200 minutes per day, for not not less than 20 teaching days.
High School: (Grades 7-12)	Not less than 240 minutes per day, for not less than 30 teaching days.

Exemptions from the requirements of this section may be made by the Superintendent of Public Instruction upon petition submitted to him by the district. The basis for the exemption shall be agricultural labor factors, climatic conditions, specialized educational programs, and other conditions appearing to the Superintendent of Public Instruction to warrant exemption. (CAC Title 5, Section 11474)

13. (Cont'd) The 240 minutes of instruction for 30 days is needed to provide 10 semester periods of credit. If you provide 10 minutes for break and passing time (5 minutes each), you need a 250-minute day to provide 240 minutes of instruction for course credit. Please refer to Item No. 15-Credit for further explanation.

NOTE: The full apportionment/instructional minimum day is 240 minutes for secondary grades 7-12, as well as 240 minutes for elementary grades 7 and 8. An elementary district may operate a minimum of 200 minutes per day.

Accounting by minutes may be necessary and convenient if the subclass sessions are not presented in even hourly blocks. Therefore, these minutes would be summarized and divided by 60 to report the actual instructional hours.

14. CALENDAR Authorization to maintain a summer session is granted for a specific period of time defined by the opening and closing dates entered on the application form. All courses must begin and end within these dates. Please note the 20-and 30-day session requirement indicated.

15. CREDIT For general reference, please refer to California Administrative Code, Title 5, Section 1600. Typically, courses at the high school level (for which credit is given) include a minimum of 12 clock hours of instruction for each semester period of credit. Courses for which 5 semester periods of credit are to be given require a minimum of 60 clock hours of instruction exclusive of any passing or break time. The minimum time needed to give 5 semester credits is 60 clock hours or 10 semester credits 120 clock hours by providing 240 minutes of actual instruction per day for 30* days or 250 minutes of actual instruction per day for 29 days. Note that to the 240 minutes and 250 minutes instructional requirement must be added all break and passing time in order to determine the length of the daily session. Credit may be given for completing the content of a course in less than the required amount of time (time or content equivalency, California Administrative Code, Title 5, Section 1600).

For minimum time and credit for driver education (class and laboratory), districts must conform to California Administrative Code, Title 5, Section 10043. Thus, a driver education class shall be conducted for a period of no less than 6 calendar weeks, and no driver training pupil shall receive more than 2 hours of classroom driver education, nor more than 2 hours of the laboratory phase of driver education (including observation time), during any 24-hour period.

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*A legal holiday may be included as one of the required days, except for Special Education.

16. **ATTENDANCE** [1]

A complete statement regarding attendance accounting regulations and procedures for summer schools is found in ATTENDANCE ACCOUNTING IN CALIFORNIA PUBLIC SCHOOLS, bulletin of the California State Department of Education.

The P-1, P-2 and annual attendance reports, will ask for student hours of summer school attendance in three subcategories.

(a) Students not meeting proficiency standards, grades 7-12.
(b) Graduating high school seniors and 11th graders repeating required courses, not offered the following year.
(c) Mathematics, science and other core academic areas, grades K-12.

NOTE: - All other student attendance not in (a), (b) and (c) which is not state funded is funded at district expense.

As in any student attendance accounting program the forms used to record student attendance must be the State School Register or on a State Department of Education approved alternative attendance form.

A minimum school day for apportionment purposes, grades 7-8, 9-12, is 240 minutes. No student is required to attend the entire 240 minutes, but attendance can be claimed only on the fraction of 240 minutes the student was in attendance. Reasonable passing time, up to ten minutes, may be credited for apportionment, but not for granting course credit. The reporting process required by SB 813 requires a conversion of minutes to an hourly report for 1986-87.

Absences due to illness or other reasons cited in Education Code Section 46010(b) ". . . shall not apply in the case of students attending summer school." Students attendance may be credited for actual attendance only. Therefore, no illness or excused absences may be credited for apportionment during the summer session.

Title 5, Section 404 provides for a school to claim the whole clock hour even though the student enters late or leaves early within that clock hour providing that the student is programmed for the full clock hour.

Attendance in the laboratory phase of driver education (driving training, behind-the-wheel) shall not be reported for apportionment purposes. Such attendance must be reported on J22.2A form.

17. **ENROLLMENT**

Elementary summer sessions may include kindergarten classes for those pupils who were regularly enrolled in kindergarten during the previous term, or who are 5 years of age. Education Code Section 48000.

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[1] For further information, please contact the Division of Field Management Services
721 Capitol Mall, Sacramento, CA 95814, (916) 322-2470

18. **GENERAL PROVISIONS**

In general, the various statutory provisions and State Board Regulations apply to summer sessions, as well as to the regular school term.

a. Pupil transportation may be provided at the discretion of the school district. There is no state reimbursement for transportation provided for summer sessions.

b. For attendance accounting purposes, only actual hours of attendance (including reasonable passing time) may be counted.

c. Field trips - there is a limitation of 10 school days of apportionment per trip per student (Education Code Section 35330).

19. **SPECIAL PROGRAMS**

a. Experimental and innovative programs, approved by the local board, are encouraged. If such programs are to be offered, descriptive materials should accompany the application.

b. Any program which the local school district has statutory authority to operate during the summer does not require approval as part of the summer session. Examples of such programs include programs for those individuals with exceptional needs identified in Education Code Section 56026 which operate on an extended school year basis. The length of term or other qualifying criteria may differ from summer school requirements (as outlined in California Administrative Code, Title 5, and as identified in Item No. 13).

c. While no funding is available, it should be noted that physical education classes should not be established to perform recreational services, or to replace recreational activities for which funds from the Civic Center Act and Community Services are available. The general rule is that a.d.a. cannot be generated for recreational programs in special day, evening classes or in summer sessions.

20. **SPECIFIC PROGRAMS**

a. COMPENSATORY EDUCATION. The services provided for the ECIA funds, Chapter 1/SCE eligible students must supplement the program that is provided for non-compensatory education pupils and must be used only to provide services for identified ECIA, Chapter 1/SCE pupils. Services provided by this program may not supplant existing programs, courses, or classes offered by the school district. Compensatory education students, however, must have equal opportunity and access to the regular summer school through the process established by the district for the selection of students. For additional information contact the State Department of Education, William (Bill) Noble at (916) 322-5205.

M-18 **PROGRAMS** (Cont'd)

supplementary to the district's regular summer school program. Services may not supplant existing programs, courses, or classes. Migrant students, however, must have equal opportunity and access to the regular summer school through the process established for the selection of students. For more information, application, and school service agreement forms in this program area please contact the State Department of Education, John R. Schaeffer, Manager, Migrant Education Section, 721 Capitol Mall, Sacramento, California 95814, (916) 324-1556.

c. LIMITED-ENGLISH PROFICIENT (LEP) STUDENTS, K-12. LEP summer school programs conducted with Economic Impact Aid (EIA) funds are supplementary to the district's regular summer school program. Services may not supplant existing programs, courses, or classes. LEP students, however, must have equal opportunity and access to the regular summer school through the process established for the selection of students. Districts should also recognize and accommodate the particular needs of the LEP students as they plan their regular summer school program. For additional information contact the Department of Education, Dennis Parker, 721 Capitol Mall, Sacramento, California 95814, (916) 445-2872.

d. IMMIGRANT EDUCATION. Supplementary educational services in English language instruction and bilingual education may be provided to identified immigrant students in grades K-12 during the regular summer school. Only those districts already receiving the Emergency Immigrant Education Assistance subgrants are eligible to use the Special Impact Aid for Immigrant Children Education (H.R. 3520, Title V) for supplementary educational services. There are no new dollars for summer school in this program.

The Emergency Immigrant Education Assistance funds add to, and do not replace, the level of state and local funds that are being used for the education of the immigrant students. Immigrant students must have equal opportunity and access to the regular summer school through the process established for the selection of students. For additional information contact the Department of Education, Edda Caraballo-Browne, 721 Capitol Mall, Sacramento, California 95814, (916) 445-2872.

e. PROFICIENCY STANDARDS. For information, contact the Department of Education, Office of Program Evaluation and Research, 721 Capitol Mall, Sacramento, California 95814, (916) 445-0297.

f. SPECIAL EDUCATION. For further information contact the Department of Education, Office of Special Education, Consultant Services

North	South
721 Capitol Mall Sacramento, Ca. 95814 (916) 445-3561	601 West Fifth Street Suite 1014 Los Angeles, Ca. 90017 (213) 620-4262

20. SPECIFIC PROGRAMS (Cont'd)

g. WORK EXPERIENCE. Work Experience programs are approved by the Department of Education for summer school if provisions of California Administrative Code, Title 5, Sections 10072 to 10075 (specific summer school requirements), are met. The totality of work experience regulations is contained in California Administrative Code, Title 5, Sections 10070 to 10078. Please note that work experience in summer school must be conducted "concurrently with the rest of the district's approved summer school program."

Further information may be obtained from the Vocational Education Regional Offices:

Regional Coordinator
1919 21st Street
Sacramento, CA. 95814
(916) 445-9570

Regional Coordinator
1111 Jackson Street
Room 4075
Oakland, CA. 94607
(415) 464-0955

Regional Coordinator
1 Bunker Hill Building
601 W. Fifth Street
Los Angeles, CA 90017
(213) 620-3900

h. INDEPENDENT STUDY. Pursuant to Education Code Section 51745, any pupil eligible to enroll in a summer school session, may enroll in an independent study program, subject to the policy and procedures established by the local governing board. Performance is measured on predetermined criteria established by the district. For additional information see the Manual of Operational Procedures and Curriculum Guide for Independent Study or contact Supplementary Student Program Services Unit, Department of Education, Lynn Hartzler at (916) 322-1048.

21. EXEMPTIONS

Districts requesting an exemption should attach to their application a letter which clearly states the manner in which they wish to depart from the guidelines and requirements stated in this document and the specifics of their proposal.

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Plan Now for Next Summer's School!

Summer School Overview

MARCELETT HENRY

by
Marcelett Henry
Consultant, Adult / Alternate / Continuation
and
Mitch Voydat
Director, School Management Services Division

MITCH VOYDAT

This article is presented to assist business officials in making decisions and offering input relating to summer school programs.

The Background: Proposition 13 and Its Effects

Proposition 13 drastically changed the direction of California's summer school programs.

In 1978, prior to passage of Proposition 13, annual summer school enrollment exceeded a million students. Emphasis was on the instructional goals of remediation, enrichment and acceleration.

During 1975 summer school enrollment reached 1,467,523 pupils.

Nine years later enrollment for 1984 summer school classes was 492,434!

The figures showed that in 1975, 37 percent of day public school students, grades kindergarten through 12, attended summer school compared to 12 percent in 1984.

Summer school programs were the first to feel the effect of Proposition 13, and the change was dramatic.

The Interval — Proposition 13, 1978, to Senate Bill 813, (1983)

Following the enactment of Proposition 13 and prior to the passage of SB 813, State summer school programs were mandated typically for pupils grades 7-12, needing remediation in meeting specific district standards of proficiency; for 12th graders needing to earn a maximum of 10 credits by September 1, in order to graduate; and for 11th graders needing to repeat a course not available the next regular school year.

Classes were small and a number of districts participated in the summer school programs. In 1979, a minimal 228 school districts had summer school programs. Gradually, the number of districts increased to 484 in 1983.

Prior to passage of SB 813, funding was determined by multiplying the number of average daily attendance units the district earned by 60 percent. This product was multipled then by the district's revenue limit per unit of average daily attendance. The 60 percent figure was the final result of an evolutionary process that started at 100 percent, was reduced to 80 percent, and eventually to 60 percent by the various Governors of the State.

Traditionally, summer school has been recognized by parents, teachers, administrators and the Legislature, as a valuable program in itself, as well as the valuable supplement to the California regular year educational program. With the cry for reform that occurred with Senate Bill 813 (1983), increased focus was placed on summer school programs as well as the State's funding of these programs.

What Did Senate Bill 813 (1983) Do?

Senate Bill 813, Statutes of 1983, gave a new life to summer school programs. It initiated opportunities for school districts to move beyond the prior summer school emphasis on district standards of proficiency, graduation course credits for high school seniors, and 11th grade remediation, by incorporating core-academic areas.

SB 813 gave new life to summer school programs!

The Legislature mandated Mathematics and Science, as part of the core-academic offerings, and Superintendent of Public Instruction, Bill Honig, added English/Language Arts, Social Science/History, Foreign Languages, Fine Arts and Computer Education. (Education Code [E.C.] 42239). While "proficiency" and "core-academic" courses were to be financed by the state, financing of optional courses was through funding sources other than State Summer School Funding.

The financing of both the "proficiency" and the "core-academic" areas was changed by Senate Bill 813, E.C. 42239, to an entitlement based on a per pupil hourly rate.

State-funding of the core-academic program was limited to five percent of the district's total California Basic Education Data (CBED) enrollment, as identified for the prior fiscal year times 120 hours, times the sum of $1.50 + the current COLA (cost of living adjustment) expressed in dollars. The funds generated by this formula may be used to serve more than five percent of the district's enrollment and may be used for instruction in excess of 120 hours per pupil if the total State apportionment does not exceed the defined amount as determined by E.C. 42239 (e)(1). In other words, the State will not pay beyond the calculated (formula) amount.

Financing based on per pupil hourly rate.

Schedule D (P1) (shown below) 1985-86, provides the method to determine revenues for the "core-academic" portion of summer school.

The procedures used to fund the "proficiency" summer school program may be found in Schedule P (P1) 1985-86.

Information Packet, Application, Summer School Report/Survey

Early in each new calendar year, the Department of Education forwards a packet of information concerning the summer school program to district and county school offices. This information should be read carefully since each year 80 to 90 percent of summer school directors are new to the program.

Of utmost importance in the informational packet is the district application. Authorization to maintain a summer session is granted for a specific period of time as defined by the opening and closing dates entered on the application form. All courses must begin and end within these dates. The Director of Summer Schools, State Department of Education, serves as the authorizing agent for the State Superintendent of Public Instruction. The application is completed in triplicate.

SCHEDULE D (P1)

Schedule For the Determination of the 1985-86 For Summer School Core Academic Programs*

*Core academic programs of Mathematics, Science, History/Social Science, English/Language Arts, Foreign Language, Fine Arts, and Computer Science

Reference AB 224, Chapter 97, Statutes of 1984
SB 150, Chapter 111, Statutes of 1985

	EDP NO.	WHOLE NUMBERS ONLY UNLESS DECIMAL POINT IS PROVIDED
A CBED K-12 enrollment, October 1984 . . . . (A)	010	
B. 1985-86 Maximum Number of Funded Summer School Hours (line A x .05 x 120 hours). . . (Round to Whole Number . . (B)	120	
C 1985-86 Actual Number of Pupil Hours in Core Academic Programs . . . . (C)	140	
D. 1985-86 Fundable Hours (Lesser of Line B or Line C .(D)	160	
E 1985-86 Amount for Summer School Core Programs to be entered here and on Form K-12(P1), EDP 180, Line J. (Line D x $1.69) (Round to a Whole Number) . . . .(E)	180	

When approval has been granted, one copy of the summer school application is returned to the district. The second copy is sent to the county superintendent of schools office, and the third is retained by the Department.

Deadline for receipt of the application is May 1.

Upon completion of the summer school session, the Summer School Report/Survey is returned to the Department and:

- serves notice that the district's summer school session is completed;
- provides basic information to the district for its reporting functions to the local board and;
- provides the Department of Education with data for use with other state agencies. No district will receive any State dollars until an application and report have been properly filed.

Attendance Accounting

It is essential that summer school attendance accounting and reporting records be maintained accurately: in accordance with the provisions of the California Education

SCHEDULE P (P1)

Schedule For the Determination of the 1985-86 For Mandated Summer School Programs*

*Summer School Programs for Graduating Seniors and 11th Grade Students who would not graduate with their class and grades 7 to 12, inclusive, that did not meet the district's adopted proficiency standards

Reference AB 224, Chapter 97, Statutes of 1984
SB 150, Chapter 111, Statutes of 1985

	EDP NO.	WHOLE NUMBERS ONLY UNLESS DECIMAL POINT IS PROVIDED
A. 1983-84 Total hours of Mandated Summer School Attendance, 1984-85 Schedule P(A), EDP 045 . . . .(A)	045	
B. 1984-85 Rate Per Hour, 1984-85 Schedule P(A) EDP 049, Line G . . . .(B)	049	
C. 1985-86 Rate Per Hour [Line B times 1.0619[(Round to two decimal places) . . . .(C)	050	
D. 1985-86 Mandated Summer School Attendance		
1. 1985-86 Actual Mandated Hours . . . .(D-1)	051	
2. 1983-84 Actual Mandated Hours [Line A, above] . . . . (D-2)	053	
3. Excess hours above 1983-84 [Line D-1 minum D-2] (If negative show —0— . . . . .(D-3)	055	
E. 1985-86 Mandated Summer School Funding		
1. 1985-86 Amount funded at district rate per hour. [Line C times the lesser of Line D-1 or D-2] (Round to a whole number) . . . .(E-1)	057	$
2. 1985-86 funding for excess hours [Line D-3 trimes $1.69] ($1.58 x 1.0619) (Round to a whole number) . . . .(E-2)	059	$
3. 1985-86 Mandated Summe School Funding (Line E-1 plus Line E-2). [Enter here and on Form K-12(P1). EDP 129, Line K] . . . .(E-3)	129	$

Code, the California Administrative Code, Title 5, Education, the Attendance Accounting Manual and the directives of the State Superintendent of Public Instruction.

From a fiscal standpoint, the purpose of attendance accounting and reporting is to provide the basis upon which apportionments of State funds are made to school districts.

At the elementary level, a summer school session (program) is one of 20 days while at the high school level the summer school session is one of 30 days. Both of these figures are minimum figures. (California Administrative Code, Title 5, section 11474).

Is it possible then to offer an elementary summer school session for less than 20 days or a high school summer session for less than 30 days?

YES! Simply submit an exemption request with the summer school application which briefly describes the exemption being sought.

Summer school pupil attendance is taken on a *positive hourly* basis defined as the recording, with the use of proper symbols, of *actual attendance* (number of hours, minutes, or percent of the minimum day).

Excused absences are not permitted. Hence, only actual attendance may be counted. The last day of the summer session determines the fiscal year of reporting. Hence, a summer school session may start in one fiscal year and terminate in another fiscal year.

Holidays (4th of July) other than Saturday and Sunday may be deducted from the required number of teaching days.

A Special Note Regarding Joint Powers Agreements:

If two or more districts wish to join together and send their pupils to one agreed-upon school district for summer school, what are their options?

Basically, there are three options.

- First, districts may enter into joint-powers agreements; they are encouraged to do so where it is envisioned that a long-term summer school relationship will exist.
- Another approach is to use a standard contract. Under both of these options, each district will claim the hours of summer programs attributable to its pupils and transfer the funds received to the agency providing the program.
- The final option is an interdistrict agreement approach. Districts accepting pupils and providing programs will be limited to their own maximum "supplemental" (core academic) summer program cap. That cap would not be modified as a result of the interdistrict attendance agreement.

Standards for Schools

It is required that classes be taught by teachers who are properly credentialed for the subjects and grade levels to which they are assigned. Teachers must record the daily attendance of each pupil in their classes, and should keep weekly summaries. At the close of the summer school session, teachers complete a final summary attendance data for each pupil.

Standards for Pupils

Pupil enrollment is voluntary and attendance is determined by the pupils' program schedule in relationship to the district's approved summer school application.

For enrollment in the "core-academic" areas, the pupil must meet the criteria as established by the district.

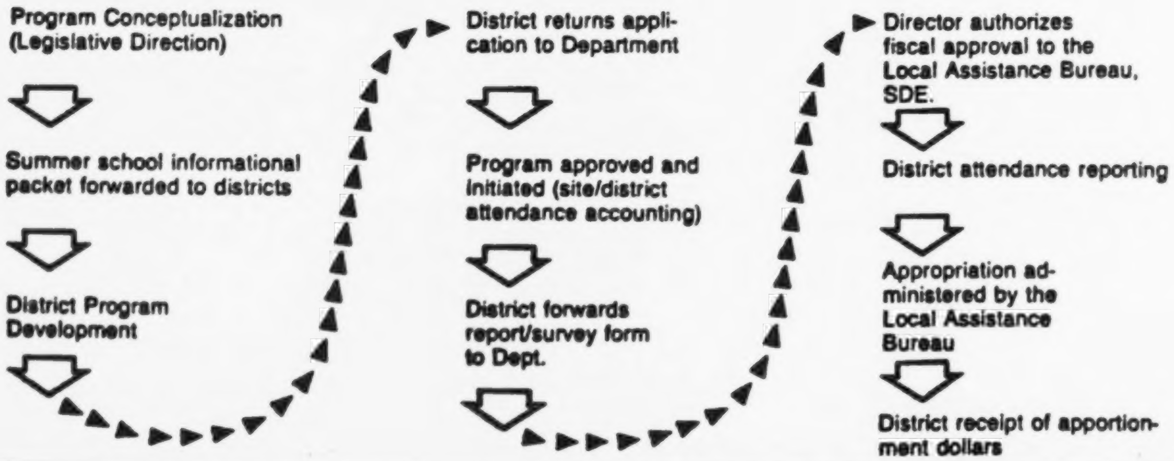
Pupils enrolled in the district's summer session may attend one, two, three or four hours per day for the number of days required by the pupil's schedule.

Pupils who wish to apply semester periods of credit towards district graduation requirements must meet the same instructional requirement of 12 clock hours = one semester period of credit as pupils during the regular calendar year. Thus, five (5) credits for a one semester course equate to 60 hours of instructional time (30 days x 2 hours of pupil attendance); ten (10) credits equate to 120 hours of instructional time (30 days x 4 hours of pupil attendance).

Technical Assistance Review

The Department of Education Division of School Management Services, provides assistance in reviewing district attendance accounting and reporting practices. This review can be of immediate assistance to the district in terms of its conformity to existing law and regulations.

The sequence of events from program conceptualization to final receipt of apportionment dollars may be depicted as shown:


Program Conceptualization (Legislative Direction)
Summer school informational packet forwarded to districts
District Program Development
District returns application to Department
Program approved and initiated (site/district attendance accounting)
District forwards report/survey form to Dept.
Director authorizes fiscal approval to the Local Assistance Bureau, SDE.
District attendance reporting
Appropriation administered by the Local Assistance Bureau
District receipt of apportionment dollars

Using the following checklist as a guide, local districts may wish to perform their own internal reviews. It is strongly recommended that this documentation be available for review and/or audit.

We anticipate that further attention to an increase in ummer school programs will occur. It is generally ecognized that summer school programs are extremely valuable.

The State has come a long way from the effects of Proposition 13. Though problems remain, California's summer school programs serve as models for the entire nation. We can be proud of this as well as of the contribution that summer school programs make to the education of our children.

We know that summer school programs are making a significant impact in the educational reform movement. However, gains are not always immediately visible. It takes time to witness the translation of reforms into improved pupil performance. This we do know, that there is increased interest in summer school programs; pupil enrollment is increasing along with increased district participation. Increased funding will be inevitable. ■

DOCUMENTATION CHECKLIST

- ☐ Board minutes:
  - authorizing the summer session — proficiency, core-academic or other work. Months, days, time and location plus curriculum approval.
  - reflecting staff assignments, staff (salary) payments.
- ☐ Mailings to parents regarding summer school enrollments and course work.
- ☐ Approved application by the Department.
- ☐ School-site time/period schedule, teacher assignments (subject and rooms).
- ☐ Waiver letter (if any) received by the District. (The Director of Summer Schools has waiver authority based upon the contents of California Administrative Code, Title 5, regulation, section 11474.
- ☐ CBEDS enrollment statistics from prior year (duplicate of appropriate page).
- ☐ Pupil enrollment card; schedule card.
- ☐ Validation of proficiency pupils; criteria for admittance of core-academic pupils.
- ☐ Listing of summer school instructors — grade levels/subject(s) taught and identification of credential(s).
- ☐ Summer school register or other approved attendance accounting document, properly completed.
- ☐ Completed form used to report positive, hourly attendance and ADA to district office.
- ☐ Copies of the completed J-18 and J-19, as appropriate, validating site reporting.
- ☐ Duplicate of the Summer School Report/Survey form previously forwarded to the Department.
- ☐ Any staff reports to the local board prior to completion or after termination of summer school.

Year Round Schools - Legislative Policy Analysis
Legislative Programs Office

An analysis of potential State legislative mandates on year round schools can not be made on a solely rational basis that will meet the specificity standards of other sections of this report. The legislative process is a political process and as such is not operating under any requirement to be logical, rational or consistent to the same degree as required for institutions that are administering programs under existing law. As a result, California's legislative history in elementary and secondary education must be considered as generalized movement of a complex, highly diverse, and fragmented system toward unclear objectives. In projecting future legislation on education matters, and particularly school construction, several characteristics are relevant.

1. Legislation is not made according to a grand design, but represents an evolutionary process in which bills are responses to immediate needs and special interests. The involvement of major legislative leaders and importance of the subject to large interest groups determines the success of individual bills.

2. In the absence of data and experience, legislative solutions are often presented as the ultimate answer, only to be dumped when the financial or political cost is discovered.

3. California's education legislation includes many incomplete reforms or partially implemented policies that have been neglected when opposition mounts or legislative interest shifts.

4. The diversity of the state's school districts and the existence of local school boards often cause the legislature to promote change by first using incentives before mandating reforms.

5. Financial and "practical" factors generally take priority or totally supplant educational program needs in legislation that requires significant expenditure.

The legislative history of year round schools shows all of these characteristics.

The California legislature passed the first year round school bills in 1971, primarily to enable school districts to gain classroom space without building more classrooms. Although some educational considerations were discussed, the impetus for passage was to increase the use of existing classroom space for the large enrollment bulge at the end of the baby boom and the continuing influx of students from other states. The bills that were passed, sections 37600 through 37620 of the Education Code, were permissive, allowing school districts to utilize year round schools to meet what was then a school district responsibility — providing adequate schools. The state assisted with the small stimulus of a one time $25,000 grant per school district, regardless of the number of schools in the district, to facilitate the implementing of year round schools.

After the initial enthusiasm, interest in year round school declined because the decline in school enrollments reduced and eliminated school space problems in most instances. School districts in the late seventies were more concerned with closing schools. Inertia and the problems of year round secondary schools made legislators wary of pushing an issue that did not have strong public interest or an overwhelming economic benefit.

However, the existing laws remained in effect and school districts continued to utilize year round schools for educational reasons, rapid growth in developing communities, and the explosive growth of urban areas. The Los Angeles School District, prevented from building schools during the 70's and facing inner-city population growth, placed over ninety schools on year-round schedules using existing resources To accomplish this they had to gain permission to reduce the number of school days for some schools. Los Angeles's existing needs and the reversal of the enrollment trend from decline to growth across the state renewed the interest in year round schools as quick relief from the shortage of classroom space without a corresponding cost increase.

In 1983 the legislature became more serious about year round schools because Proposition 13 had shifted the responsibility for finding acceptable answers to school construction problems from the local school district to Sacramento. Year round school legislation was included in the major education reform bill of 1983, which provided a $25 per student incentive, if the effect of the year round school was to reduce the need for school construction. Again the interest in year round schools was not based on improvement of educational programs or results. Although the decade of experience had indicated year round school programs worked educationally, the impetus was to relieve growing school facility shortage.

In 1986, as part of the new state school construction program, the legislature accepted the claim by Los Angeles Unified School District that year round schools cost $150 per student per year more than the traditional program. Thus it provided an additional $125 per student if a school district could show a corresponding reduction in cost to the state school building program. An incentive for school districts to implement year round schools as an alternative to state school building program funding is now part of the answer to the estimated five billion dollar construction need. Several legislators have expressed strong support for expanding year round schools as an essential option to school construction. This interest could lead to a mandate by requiring a year round school program prior to state funding for any new construction. While legislation on year round schools has not been planned for the beginning of the 1987 session, such legislation may appear, as school facilities bills move through the legislative process, as a feasible means of generating an increase in school space without waiting for a three or four year construction project.

In 1987 several legislative priorities and program changes may also beome a factor in the need for new facilities.

1. Class Size Reduction - The legislature has in both 1985 and 1986 passed bills funding a modest class size reduction. Both times the Governor vetoed the bills because of cost; but, the shortage of classrooms was a very real factor in limiting enthusiasm for a high-priority improvement.
2. Vocational Education - The reform drive in California education has swung toward vocational education and the limited facilities available may not be adequate to meet the need without increasing the school day and year.
3. Graduation Requirements - The increased requirements in science and other subjects have placed demands on the existing limited laboratory and other specialized facilities.
4. Growth in School Enrollment and Estimates of School Construction Needs - the collection of data from school districts on existing facilities and projected enrollment has been very limited in scope and quality. Currently the state is developing a more complete inventory of facilities which, when completed, may change the previous estimates in either direction, as may the projected 100,000 student annual growth.

In conclusion, several projections can be made about year round school incentives or mandates from the state.

1. The primary motivation for state interest in year round schools will be to relieve the need for state school building assistance.
2. The existing incentives will be funded and may be increased in any new legislation.
3. If improved data on enrollment projection shows greater growth than expected, year round schools may be mandated under some circumstances.
4. The state has not developed the necessary commitment to make conversion to year round schools a state policy. Even if such a policy decision were made, there is little possibility of complete enactment.
5. Legislation to lower class size or other program improvements will recognize facility shortages and possibly including funding options for YRS and other methods of creating instructional space.
6. The most probable result of year round school legislation in 1987 will be as an alternative available to local school districts.

SAN DIEGO CITY SCHOOLS
Information Services Bureau

YEAR-ROUND SCHOOL POLICY ANALYSIS ADVISORY COMMITTEE

Issue/Concern:

To assess the impact of an expanded year-round school program on the manual and automated services and software system components currently used to support administrative functions within the district.

Specific areas of concern are:

Staffing
    Data Entry
    Computer Operations
    Computer Control
    Bursting/Report Distribution
    Student Records
    Application Support

Software Systems
    Financial Applications
    Payroll/Personnel Applications
    Student Information Applications
    Transportation Applications
    Other Business Applications

Computer Availability/Scheduling Problems

Cost of Computer Forms and Supplies

Methodology:

BASIC ASSUMPTIONS:

1. The majority of secondary schools would make use of the year-round concept, but there would still be schools on a traditional track program.

2 The year-round program which would be used would be similar to Concept Six.

3. All existing services provided by ISB would continue to be required (e.g. monthly and hourly payrolls, budget processing, transportation, grade reporting, student scheduling, etc.).

4. Major computer systems would be modified to accomodate a multiple track concept, in an effort to minimize manual work effort.

5. Student mobility within a school will be higher than it is today, because of students jumping from track to track.

6. The majority of changes to systems within the student area will be required with/without the acquisition of a new student information system. In addition, the new SIS system will need to be able to address a year-round concept.

STAFFING

Data Entry, Computer Operations, Computer Control, Bursting/Report Distribution: Interviewed Pete Duenas, Operations Supervisor and Casy Molinari, Control Coordinator to identify changes to staffing in their areas of responsibility, impact on overtime, permanent staff, vacations, overlapping coverage, and cross training.

Student Records: Interviewed Ann Tompkins, Computer Services Specialist to identify changes to staffing in her area of responsibility, impact on overtime, permanent staff, vacations, cross training, ability to provide high level of support to schools and other users.

Application Support: Interviewed Supervising Systems Analyst/Programmers Alan Lax (Financial Systems), Tom Macander (Payroll/Personnel Systems), and Monte McGlathery (Student Systems) to identify staffing changes required to support year-round concept. This area is involved with minor changes to systems and correcting operational problems with the software.

SOFTWARE SYSTEMS

Financial Application Systems: Interviewed Alan Lax, Supervising Systems Analyst/Programmer to identify the extent of changes required to existing programs to support a year-round concept.

Payroll/Personnel Application Systems: Interviewed Tom Macander, Supervising Systems Analyst/Programmer to identify the extent of changes required to existing programs to support a year-round concept.

Student Information Application Systems: Interviewed Ann Tompkins, Computer Services Specialist, Monte McGlathery, Supervising Systems Analyst/Programmer, and John Marsteller, Data Systems Information Specialist to identify the extent of changes required to existing programs to support a year-round concept.

Transportation Application Systems: Interviewed Debbie Gross, Systems Analyst/Programmer and John Marsteller, Data Systems Information Specialist to identify the extent of changes required to existing programs to support a year-round concept.

COMPUTER AVAILABILITY/SCHEDULING PROBLEMS:

Interviewed Pete Duenas, Operations Supervisor, Casy Molinari, Control Coordinator, and Ann Tompkins, Computer Services Specialist to identify problems, schedule conflicts, peak work periods which would occur during the school year when matching current production scheduling requirements against a year-round calendar similar to Concept Six.

COST OF COMPUTER FORMS AND SUPPLIES:

Reviewed 1985-86 Forms Purchase and Inventory Records to identify the quantity and cost of forms ordered for that school year to identify the probable cost increases for these items under a year-round school concept.

Findings/Discussion:

STAFFING

This is a major area of concern. Within a year-round concept the number of times critical or major activities occur appears to increase twofold from a traditional based system. Looking at a calendar model for Concept Six (attachment 1), it can be shown that there now eight major points in time which require critical resource scheduling and staffing. For example, there used to be only four grade reporting periods during a normal school year. Under Concept Six, grade reporting cycles fall 10 times during the year, or almost every month. Almost as important is the fact that 6 of the 10 occur at the same time that monthly payrolls do, and the other 4 occur with either hourly or special payrolls.

Several of the activities which occur now as annual ones (e.g student scheduling) may now occur throughout the entire school year. The requirement of ISB staff to work with site people on activities such as this would no longer be isolated, therefore, considerable re-scheduling of staff would be required.

It appears that major activities will occur much more frequently, with less elapsed time between them. Leadtime to perform some of the functions may no longer be available.

Computer Operations would be impacted in the area of vacation scheduling. This area already works six to seven days a week, 24 hours a day.

Computer Control would be impacted in the areas of vacation scheduling, overtime (currently $10,000), and staff shortages. With a Concept Six model, approximately 3 to 4 times the amount of work would be required for this group for 2 of its members which deal with work scheduling and student information systems. This is because the number of computer jobs required to be processed would increase to meet the number of major activity points.

Data Entry area would be affected similarly to Computer Control. The amount of work required would be heavier throughout the year. The 1986-87 budget for overtime for this area is $32,300. Presently another $20,000 is spent with outside services annually to cover peak workload periods.

Student Records area would be impacted the greatest. This area is the primary customer contact between school sites and the ISB. The role it performs it to support and train site personnel in the use of the student application systems. Each person has been assigned specific portions of the system (e.g. grade reporting, student scheduling, etc.) and specific schools. Activities such as student scheduling requires special knowledge that is not common to everyone. The person who has this knowledge is responsible for working with sites in inservice training, assisting in correcting master schedules to achieve higher degree of students scheduled in all sections, explaining how the scheduler software works, and coordinating the production of scheduling materials. Since this normally occurs late in the school year to early summer the staff can be organized to accomplish this as well as other work. Under the year-round concept, if scheduling activity truely does occur throughout the school year, this one person would be almost solely responsible for this activity.

The same type of situation presents itself for Transportation, CTBS standardized testing, grade reporting, cumulative student records, CBEDS, Career Planning, articulation and year-end, and student batch maintenance. Most of these will be performed much more frequently under a year-round program.

Application Support would be impacted heavily as well. This group of two people who support student systems, has the responsibility to make minor changes to production systems and to correct operational failures. The major impact in this area is that the time between failures with some of the older systems could be decreased to the point that problems may seem to be continuous. In addition, critical periods would eventually overload the current staff. More time may be spent fixing problems than making the changes required by district policy or state law.

SOFTWARE

Financial Applications appear to be OK at this time. Some minor changes will be required to support the Food Service Labor Formulas. Considerable work will be required to modify the Film Booking System to handle the year-round school concept. This latter project is expected to require less than 6 months effort.

Payroll/Personnel Applications again appears to be in good shape. One area of concern is vacation accrual during the summer months. For year around schools today this is handled manually, but as the program expands this would no longer be acceptable. The effort to modify the payroll system to properly accrue vacation for year-round school employees is estimated at 2 months effort.

Student Information Applications will require the largest amount of change. For the first time, multiple school years would be active at the same point in time. Almost all of the systems will need to be reviewed to determine impact, but some like the Enrollment Reporting Systems will require a complete rewrite. Many of the systems will need to view different schools as being different school/track combinations. Systems such as transportation, OCILE, Year-end/Articulation may also require significant rework. It is estimated that this work might well require several years effort to accomplish.

COMPUTER AVAILABILITY/SCHEDULING PROBLEMS

Peak scheduling problems will be created at the end of most of the year round terms. Alot of the flexibility in scheduling the computer will be removed. Additional planning both within ISB and in user areas will be necessary to have work completed when needed. Most of the timelines will be critical, without much slack time. Hardware and software problems could be magnified because of this.

Computer Forms primarily used by the student application systems would be impacted the greatest. Below is a chart of the forms which would most probably be affected by the year-round school program.

FORM DESCRIPTION	ANNUAL USE**	COST PER THOUSAND	PCT. INC	PROJECT USE	COST INC.
Secondary Data form	1,000,000	43.00	40	1,400,000	17,200.00
Self Scheduling	11,000	40.00	20	13,200	528.00
Progress Report	76,000	33.00	20	91,200	501.60
Class Record	100,000	14.00	40	140,000	560.00
Utility Form NCS	20,000	43.00	10	22,000	86.00
Course Request	50,000	25.00	40	70,000	500.00
Grade Roster	100,000	33.00	40	140,000	1,320.00
Teacher Recommend	10,000	53.03	20	12,000	160.06
Envelopes Grade Rpts	50,000	52.55	40	70,000	1051.00
Preregistration Data	30,000	12.59	40	42,000	151.08
Four Year Plan	35,000	56.40	20	42,000	394.80
Student Request	20,000	39.00	40	28,000	312.00
			COST INCREASE		$22,764.54

The cost of laser printed forms is not included. At present grade reports and cumulative student records are moving away from custom forms to laser printed forms. It is expected that both of these forms would increase by 40 percent.

Preliminary Analysis

Most of the material presented above points to increased workload within the ISB. This really reflects an increase workload throughout the district. The fact that so many more critical periods of time will appear during the school year will require that staffing levels within the ISB will most likely need to be increased or the quality of service provided will be sharply curtailed. In the areas of Student Records, Data Entry and Computer Control any additional workload today requires the use of overtime to be accomplished. Sustaining this effort over a full year, year after year, will require additional staff in each of the areas. Data entry alone this year is budgeted for $32,300 in overtime, with an additional $19,000 for use by an outside data entry service. Nearly $10,000 is budgeted for Computer Control.

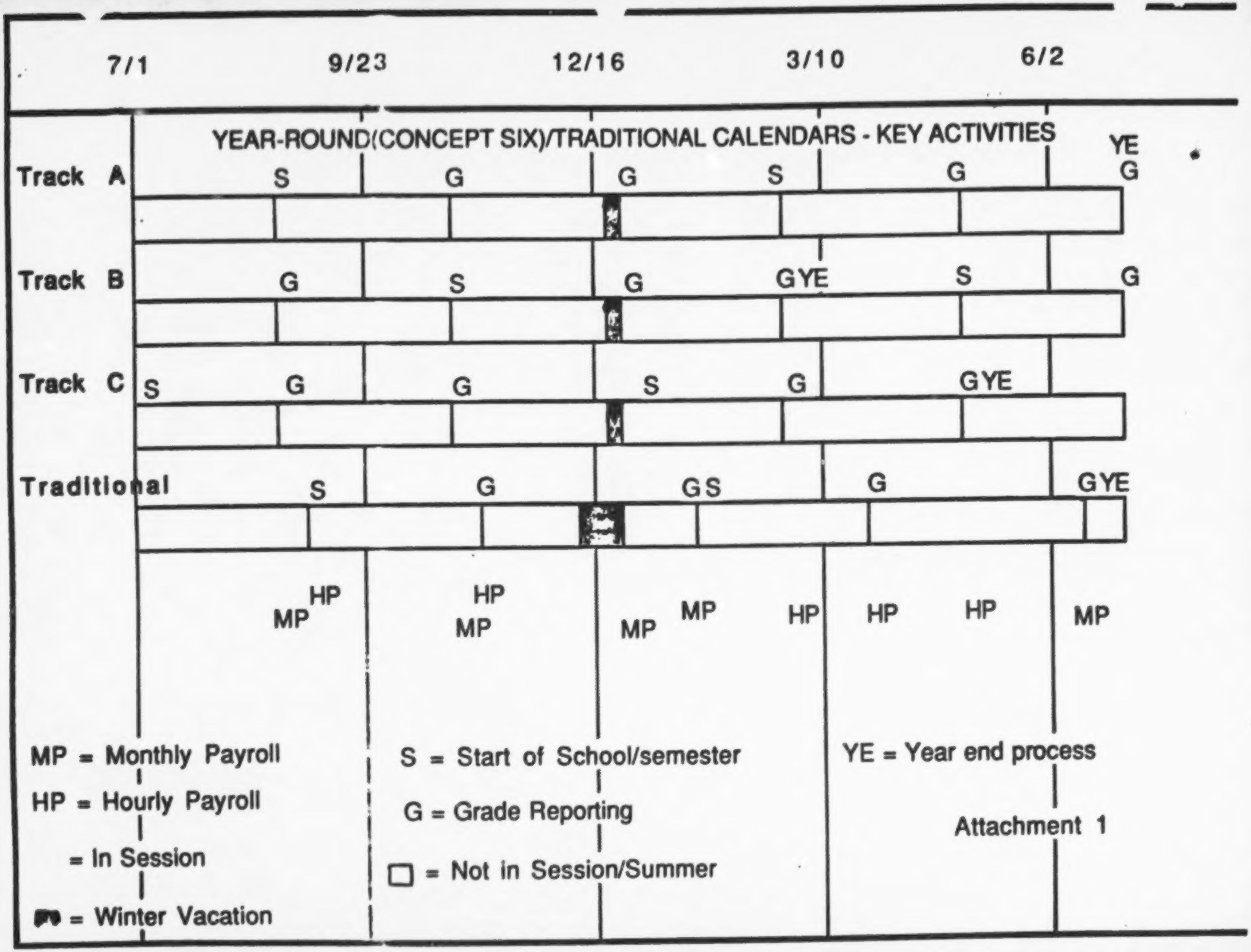
The application support staff almost always has 1 to 3 months of work backloged. Adding more complexity to the systems and reducing the amount of available time to correct problems indicates that additional staff would most likely be required here as well.

The application systems will require modification for them to work properly in this environment. Clearly the most significant work effort would be required within the student applications. Several of the current systems would have to be rewritten to work at all. The window of time to install new systems or enhancements to existing system is very small and must be coordinated with the Student Records Section to deal with the many openings of school.

Shown below is a summary of the impact on the areas reviewed.

Staffing		
Data Entry	$43,455.69	Increase two positions
Computer Control	37,357.83	Increase two positions
Student Records	90,765.70	Increase four positions
Application Support	83,206.88	Increase two positions
System Modifications		
Financial	27,000.00	Six month project
Payroll/Personnel	9,000.00	Two month project
Student Information	108,000.00	Two year projects
Computer Forms		
Student Application	22,764.54	
COST OF IMPLEMENTING YRS	$421,550.64	

YEAR-ROUND(CONCEPT SIX)/TRADITIONAL CALENDARS - KEY ACTIVITIES


7/1
9/23
12/16
3/10
6/2
Track A
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Track C
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MP = Monthly Payroll

HP = Hourly Payroll

= In Session

▰ = Winter Vacation

S = Start of School/semester

G = Grade Reporting

☐ = Not in Session/Summer

YE = Year end process

Attachment 1

YEAR-ROUND SCHOOL POLICY ANALYSIS ADVISORY COMMITTEE

MEMBERSHIP

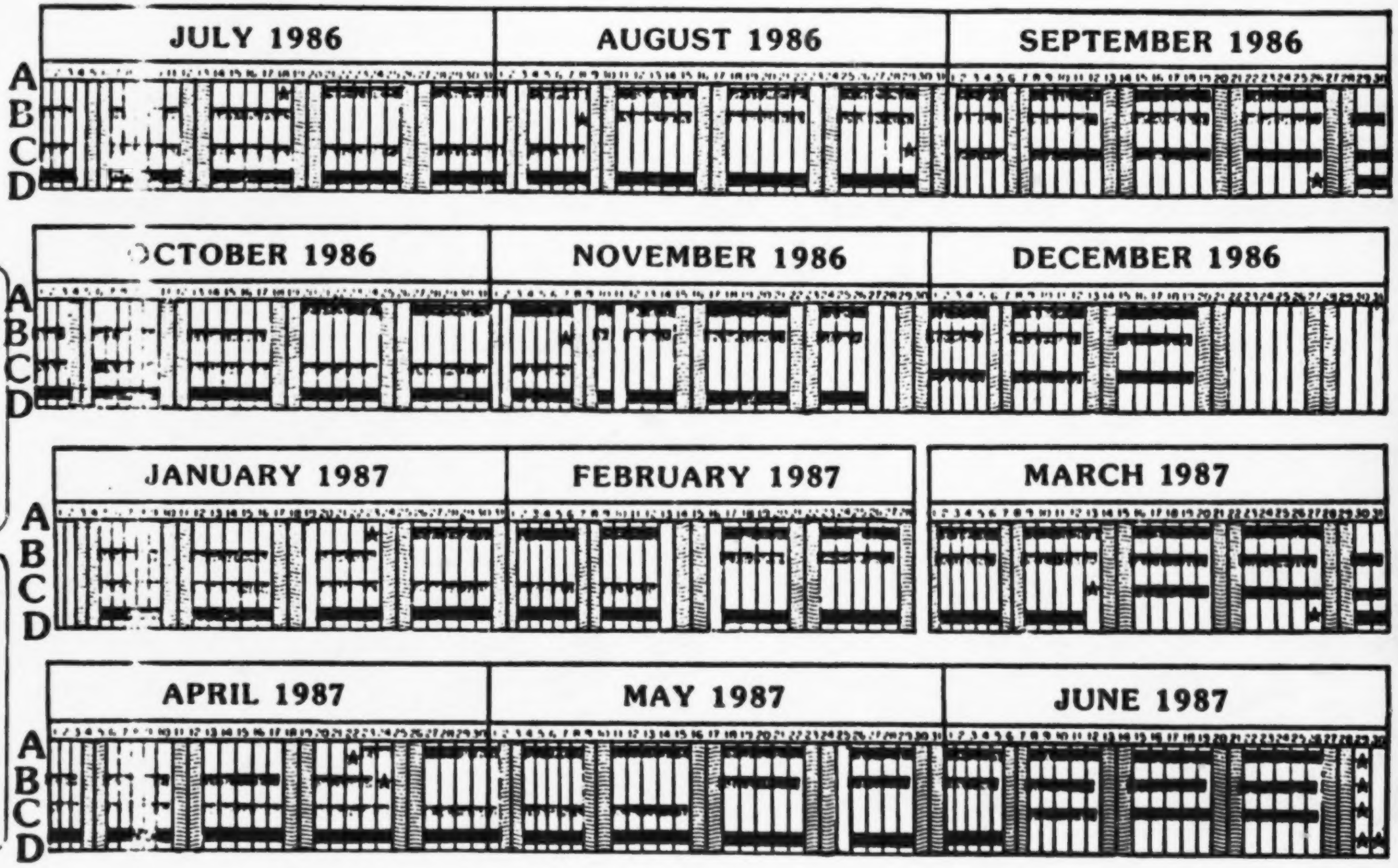
Eloiza Cisneros (chair) - School Operations Division
Richard Alcorn - Brooklyn (a multi-track YRS)
Tony Alfaro - Memorial Junior High School
Ron Anderson - School Operations Division
Billie Blair - Planning Department
Wayne DeBate - School Operations Division
Del Evans - Farb Middle School
Dave Fish - Legislative Liaison
George Frey - Community Relations and Integration Service Division
Kermeen Fristrom - Educational Services Division
Phil George - Public Information Office
John Griffith - Research Department
Bill Hoover - Personnel Services Department
Henry Hurley - Finance
Chuck Johnson - Business Services Division
John Marsteller - Information Services Bureau
Pascual Martinez - School Operations Division
Dan Stephens - Business Services Division
Linda Sturak - Planning, Research, and Evaluation
Jim Vlassis - Mira Mesa High School
Pat Zoller - Business Services Division

Staff:

Ruben Carriedo - Planning, Research, and Evaluation
Paul Goren - Planning, Research, and Evaluation

MULTI-TRACK 1986-87 YEAR ROUND SCHOOL MASTER CALENDAR

San Diego City Schools



KEY

★ NON-TEACHING WORKDAYS

SATURDAY AND SUNDAY ▨

HOLIDAY ☐

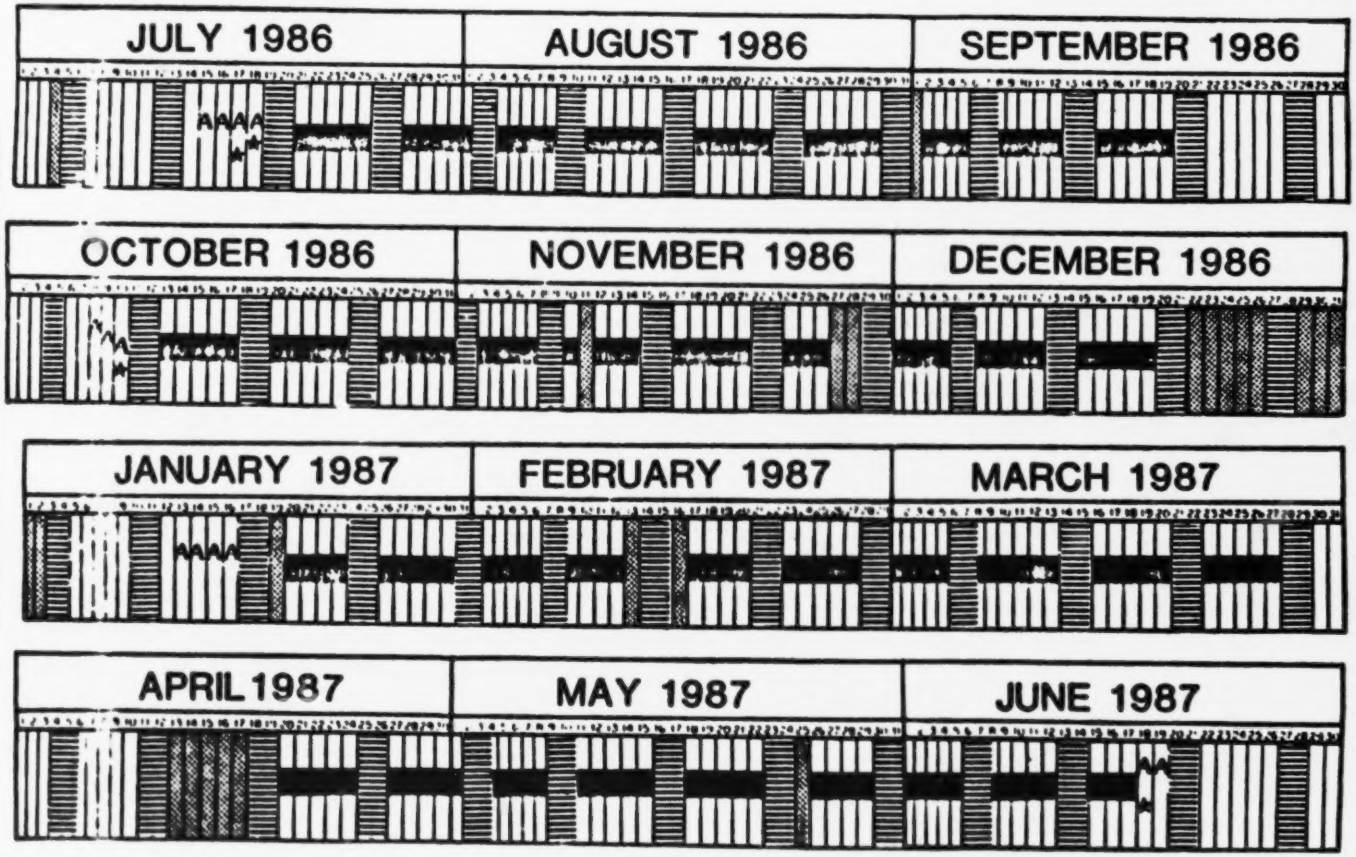
HOLIDAYS

July 4	Independence Day
Sept. 1	Labor Day
Nov. 11	Veteran's Day
Nov. 27-28	Thanksgiving
Dec. 22-JAN. 2	Winter Vacation
Jan. 19	Martin Luther King's Birthday
Feb 13	Lincoln's Birthday
Feb. 16	Washington's Birthday
May 25	Memorial Day

SINGLE-TRACK 1986-87

San Diego City Schools

YEAR ROUND SCHOOL MASTER CALENDAR



KEY

★ NON-TEACHING WORKDAYS

A ADMINISTRATORS ON DUTY

SATURDAY AND SUNDAY ▤

HOLIDAY ▨

HOLIDAYS

July 4	Independence Day
Sept. 1	Labor Day
Nov. 11	Veteran's Day
Nov. 27-28	Thanksgiving
Dec. 22- Jan. 2	Winter Vacation
Jan. 19	Martin Luther King's Birthday
Feb. 13	Lincoln's Birthday
Feb. 16	Washington's Birthday
April 13-17	Spring Vacation
May 25	Memorial Day

INTERSESSION

JUNE 30 - JULY 11 (9 DAYS)
SEPT. 22 - OCT 3 (10 DAYS)
MARCH 30 - APRIL 10 (10 DAYS)

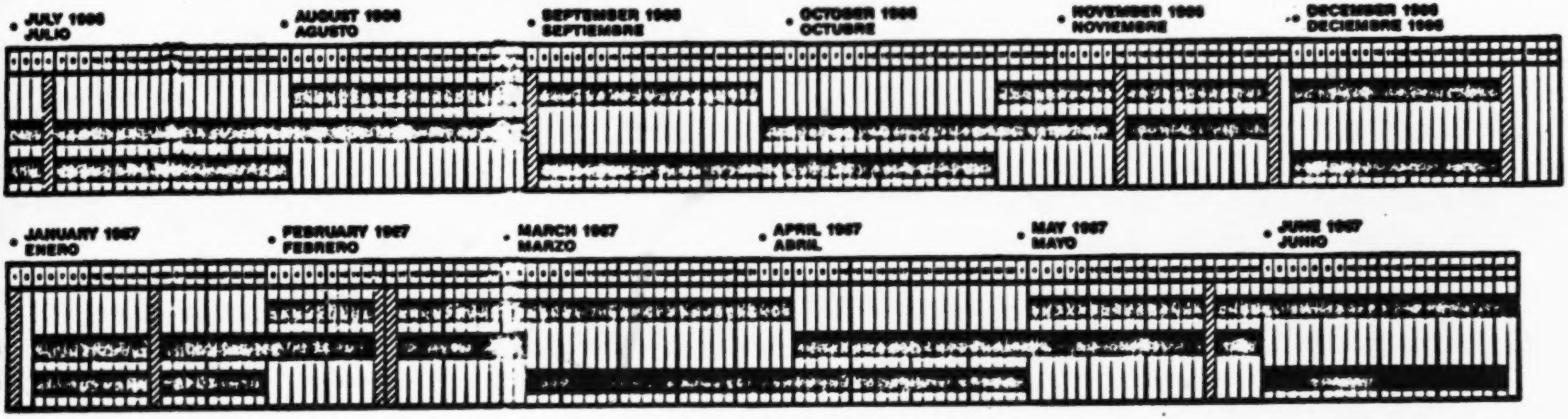
LOS ANGELES UNIFIED SCHOOL DISTRICT — DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES

CONCEPT 6 MODIFIED
CONCEPTO 6 MODIFICADO

YEAR-ROUND SCHOOL CALENDAR
CALENDARIO ESCOLAR DE TODO EL AÑO

1986-87

CONCEPT 6
ELEMENTARY PROGRAMS


JULY 1986
JULIO
AUGUST 1986
AGOSTO
SEPTEMBER 1986
SEPTIEMBRE
OCTOBER 1986
OCTUBRE
NOVEMBER 1986
NOVIEMBRE
DECEMBER 1986
DICIEMBRE 1986
A
B
C
JANUARY 1987
ENERO
FEBRUARY 1987
FEBRERO
MARCH 1987
MARZO
APRIL 1987
ABRIL
MAY 1987
MAYO
JUNE 1987
JUNIO

▨ HOLIDAY
DIA DE FIESTA

SCHEDULE:
ITINERARIO: A BLUE AZUL B RED ROJO C GREEN VERDE

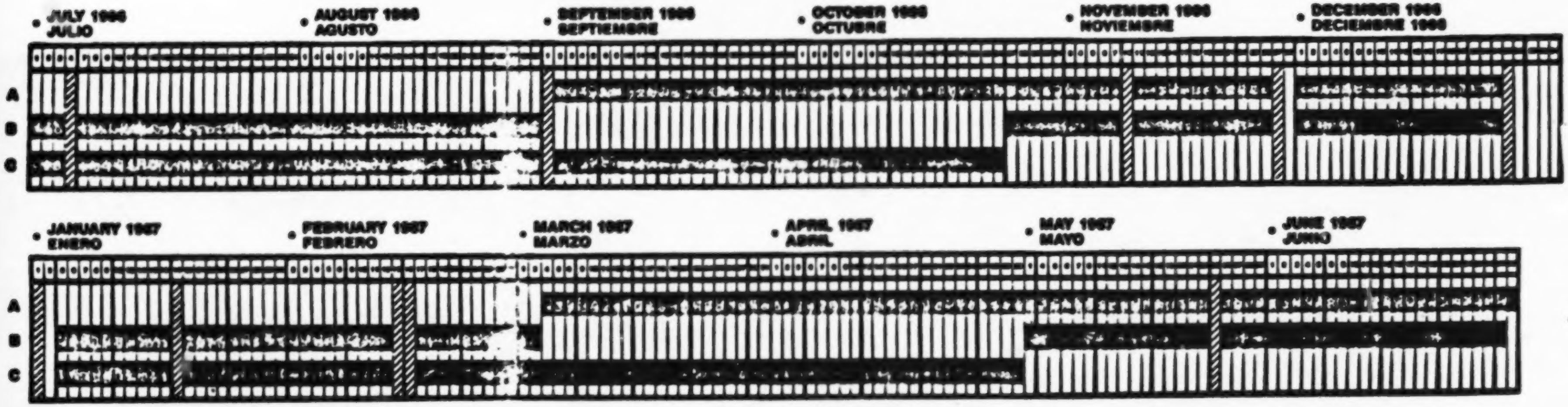
LOS ANGELES UNIFIED SCHOOL DISTRICT — DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES

CONCEPT 6
CONCEPTO 6

YEAR-ROUND SCHOOL CALENDAR
CALENDARIO ESCOLAR DE TODO EL AÑO

1986-87

CONCEPT 6
SECONDARY PROGRAMS


JULY 1986
JULIO
AUGUST 1986
AGOSTO
SEPTEMBER 1986
SEPTIEMBRE
OCTOBER 1986
OCTUBRE
NOVEMBER 1986
NOVIEMBRE
DECEMBER 1986
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